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**FEBRUARY 1961**



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FEBRUARY, 1961

VOLUME 41, NUMBER 6

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## FEATURE ARTICLES

- IS COLLEGE TEACHING FOR YOU?** ..... 7  
Keep in mind these pros and cons ..... Donald J. D. Mulkerne
- WE TAUGHT BEGINNING TYPING TO A CLASS OF 125** ..... 10  
A teacher and an assistant achieved good results .... Rosalyn S. Abel
- SIMPLIFY BOOKKEEPING FOR YOUR SLOWER LEARNERS** ..... 12  
There's no need to follow the text slavishly ..... Enoch J. Haga
- REALISTIC SITUATIONS FOR FUTURE SECRETARIES** ..... 14  
Hints for promoting an office atmosphere ..... Rosemary E. Ullrich
- LET'S TEACH INCOME TAX** ..... 16  
More instruction is not enough to do the trick .... Raymond A. Boyle
- WHAT DETERMINES YOUR VIEW OF THE CLASS?** ..... 29  
Is it based on positive or negative attitudes? ..... Mary Witherow

## SPECIAL SERIES

- THE SAGA OF GREGG SHORTHAND (2)** ..... 17  
John Robert Gregg: The Man and His Work .. F. Addington Symonds
- Rx FOR EFFECTIVE SHORTHAND TEACHING (6)** ..... 23  
A detailed plan for real achievement in shorthand .. Robert L. Grubbs

## DEPARTMENTS

- |                                       |   |
|---------------------------------------|---|
| Problem Clinic ..... 2                | Teaching Aids ..... Jane F. White 32    |
| Convention Calendar ..... 5           | Just Between Us ..... Helen H. Green 34 |
| Shorthand Corner ... R. A. Hoffman 31 | Professional Report ..... 35            |
| New Business Equipment ..... 40       |   |

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## THE BUSINESS TEACHER'S

# Problem Clinic

WE INVITE you to take another look at last month's problems:

### JANUARY PROBLEM 1

**MY PROBLEM** is what to do with students who will no longer benefit from remaining in class—the few failures who are so hopelessly lost that no amount of tutoring or extra work will carry them through.

When I ask that such students be dropped from classes, my administration agrees, but adds, "We would like to take them out, but we have no place to put them." In our school, we have a rule that no one has more than one study hall. When students are dropped, study halls become overcrowded and students are without enough credits for graduation.

I have been toying with the idea of having a "swinging" class—a class in which a unit of work could be completed in nine weeks. Students would be required to take two of these nine-week courses for a  $\frac{1}{2}$ -unit credit. Students would enroll for the semester course, and dropouts from other classes would be allowed to enter at the end of nine weeks. The regular class would terminate at the end of the semester; those who entered at the end of the nine weeks would remain for an additional nine weeks in the next semester. Also, the semester failures would be allowed to enter the course and continue through the last semester.

Do you find this idea fantastic? If

not, what do you think should be the nature of such a course? Schools that don't offer general business could easily work out course content using a general business text. For the school that has general business courses, the course I have in mind would entail some planning. I suggest nine weeks of economics and "buymanship" and, in the other nine weeks, a smattering of law, math, and spelling.

I would like your opinions, suggestions, and ideas on material to be taught. Colleges could plan workshops around course content. How about it? Publishers, do you see material for a new text? What shall such a course be called? Or is it just a pipe dream?

RUBY LEE NELSON

Iola Senior High School  
Iola, Kansas

### JANUARY PROBLEM 2

**ONE OF MY** secretarial training students is very interested in reading some fiction books about a secretary, in order to achieve a dual purpose—to fulfill a reading requirement in English and at the same time to enlighten herself about office work.

We should appreciate it if someone could refer us to a good bibliography.

PATSY A. HARWOOD

Otterbein High School  
Otterbein, Indiana

## WATCH FOR IT!

### THE SECOND ANNUAL BUSINESS EDUCATION CLASSROOM EQUIPMENT GUIDE — MARCH 1961

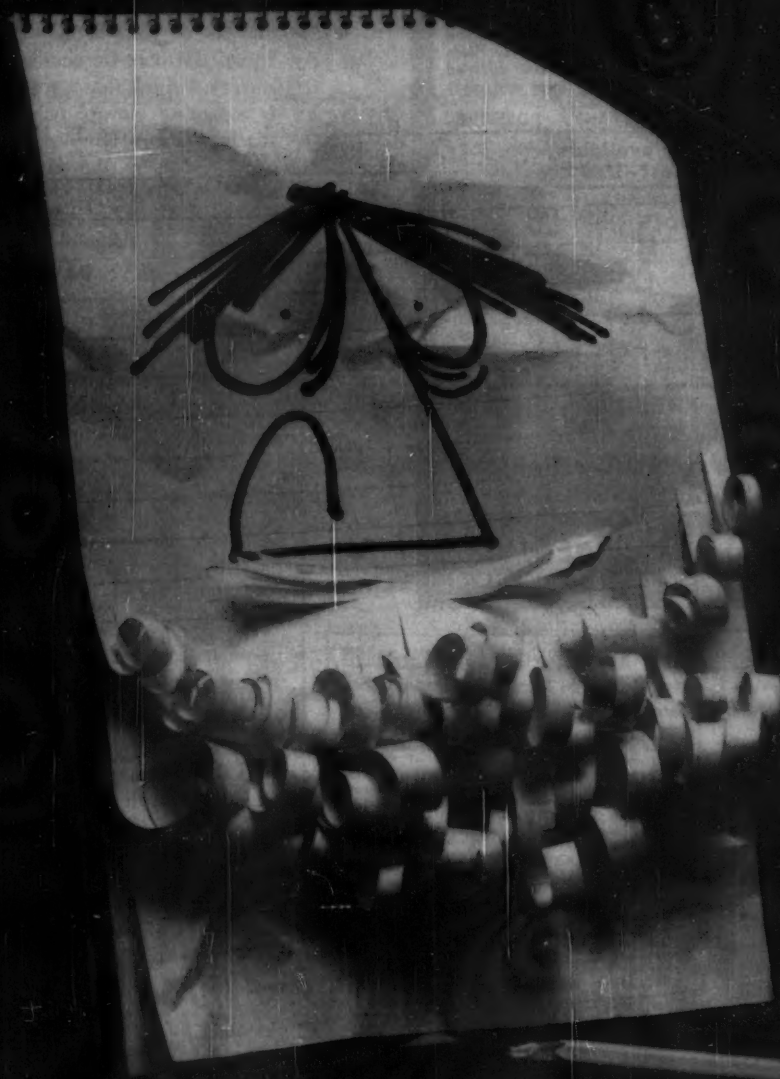
Again this year under a single cover business educators will have all the information they need for selecting business training equipment. This Guide will be a detailed, descriptive catalog to the business education classroom products of leading manufacturers in 17 equipment classifications—with up-to-date data about product features, models, and prices.

In addition, two special articles by prominent educators and the sixth in a series of articles by Robert L. Grubbs will appear.

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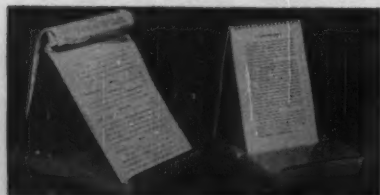


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## LETTERS

To the Editor:

I was very disappointed to find on page 22 of the December issue of *BUSINESS EDUCATION WORLD* a skit to be enacted by two Beatniks.

To my way of thinking, the Beatniks, their language, their customs, and their way of living should be frowned upon by members of good society. I think that a magazine which is meant to elevate our standards of teaching has a tendency toward lowering them by the insertion of this skit.

I sincerely hope that no intelligent teacher would dream of producing this skit in his or her classroom. I am very glad that my class has no direct access to *BUSINESS EDUCATION WORLD*, because the principles which we attempt to inculcate and promote would be seriously jeopardized by such access.

The fact that this magazine costs \$4 makes my discovery more annoying.

A disappointed subscriber,  
SISTER M. EDWARD AUGUSTINE, O.S.F.  
St. Elizabeth Commercial School  
Baltimore, Md.

We published "Beatniks, Insurance, and All That Jazz" in the belief that the author, John Phillips, was offering teachers a painless method of treating the subject of insurance through a good-natured satire on the beatniks' jargon and point of view. We feel that, with the proper approach, the teacher can create an atmosphere that will forestall any negative effects. Sister Augustine's letter does, however, serve to emphasize that, without such an approach, the skit may tend to backfire.—EDITOR

To the Editor:

Congratulations on the series of shorthand articles by Dr. Grubbs.

They are excellent and have proved very helpful to my beginning shorthand teachers, who are applying Dr. Grubbs' schedule of lessons this semester.

We are looking forward to reading the remaining articles.

PATRICIA FURLONG  
Tennyson High School  
Hayward, Calif.

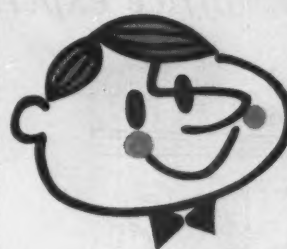
We and Dr. Grubbs appreciate the many favorable comments received on "Rx for Effective Shorthand Teaching."

# Convention

# CALENDAR

WHEN	WHAT	WHERE
Feb. 11-15	NATIONAL Assn. of Sec. Sch. Prin.	Detroit, Mich.
14	CALIFORNIA BEA, San Diego Section	San Diego
18	CALIFORNIA BEA, Bay Section	San Francisco
18	ST. LOUIS Area Bus. Educ. Assn.	St. Louis, Mo.
23	INTERNATIONAL Society for Bus. Educ.	Chicago
23-25	NATIONAL ASSOCIATION FOR BUSINESS TEACHER EDUCATION	Chicago Conrad Hilton
25	AMERICAN Assn. of School Admin.	San Francisco
Mar. 2-4	ILLINOIS Bus. Educ. Assn.	St. Louis, Mo.
3	WEST TEXAS BTA	Lubbock
4	CALIFORNIA BEA, Southern Section	Buena Park
10	NORTHEAST MISSOURI BEA	Kirksville
10-11	VIRGINIA Bus. Educ. Assn.	Roanoke
11	CATHOLIC BEA, Buffalo Section	St. Louis, Mo.
11	MISSISSIPPI Educ. Assn.	Jackson
11-14	AMERICAN Assn. of School Admin.	St. Louis, Mo.
15-17	ALABAMA Educ. Assn.	Birmingham
16-17	ALABAMA Educ. Assn.	Birmingham
16-17	SOUTH CAROLINA Educ. Assn.	Columbia
16-18	FLORIDA Educ. Assn.	Jacksonville
18	NORTH CAROLINA Bus. Educ. Conference	Greensboro
23-25	GEORGIA Educ. Assn.	Atlanta
23-24	TENNESSEE Educ. Assn.	Memphis
23-25	NORTH CAROLINA Educ. Assn.	Asheville
24-25	MICHIGAN Bus. Educ. Assn.	Saginaw
25-27	CALIFORNIA BEA, State Meeting	San Diego
25-28	AMERICAN Assn. of School Admin.	Philadelphia
29-Apr. 1	EASTERN BUSINESS TEACHERS ASSOCIATION	New York City Statler
Apr. 5-7	CATHOLIC BUSINESS EDUCATION ASSOCIATION	Atlantic City
5-7	KENTUCKY Educ. Assn.	Louisville
6-8	WESTERN BUSINESS EDUCATION ASSOCIATION	Spokane, Wash.
14-15	IDAHO Bus. Educ. Assn.	Sun Valley
14-15	OHIO Bus. Tchr. Assn.	Columbus
15	EASTERN PENNSYLVANIA BEA	Reading
15	ARIZONA Bus. Educ. Assn.	Prescott
20-22	DISTRIBUTIVE Educ. Club of Amer.	Chicago
21	UPPER PENINSULA MICHIGAN BEA	Marquette
22	WESTERN PENNSYLVANIA BEA	Pittsburgh
22	CALIFORNIA BEA, Central Section	Fresno
29	MARYLAND Bus. Educ. Assn.	Beltsville
May 11-16	SOUTHEASTERN Bus. College Assn.	Charleston, S.C.
12-13	OHIO Priv. Bus. Schools Assn.	Columbus
12-13	CENTRAL Coml. Tchr. Assn.	Davenport, Ia.
June 15-17	MOUNTAIN-PLAINS BUSINESS EDUCATION ASSOCIATION	Albuquerque Desert Sands

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## IS COLLEGE TEACHING FOR YOU?

It may be worth your while to consider these pros and cons

**DONALD J. D. MULKERNE**, State University of New York, College of Education, Albany

*Illustrated by Stanley Stamaty*

AT ONE TIME or another, you have probably asked yourself the question posed in the title of this article and have wondered whether college teaching would appeal to you. There is no doubt that it has its advantages—and it is just as certain that there are many disadvantages. The ivy-covered walls, prestige, fringe benefits, and salaries of some colleges prove to be attractions; but they may be offset by increased professional expenses, longer work week, greater challenges and responsibilities, and slow promotions.

Although I propose to deal first with the subject of salary, it is by no means the most important consideration; in fact, many high school teachers earn more than some college professors. Salaries of college teachers depend on such variables as the type of institution under consideration, academic degrees held by the teacher, length of teaching experience, other experience, and geographical location. Although the highest salary earned by a college professor in 1959 was over \$18,000, the great majority of salaries are far less than this im-

pressive amount, with some of them falling below the \$3,000 level.

Generally speaking, church-supported colleges pay the lowest median salaries, municipally supported institutions the highest. Salaries in many of the nation's colleges are on the upswing, but when compared to professional salaries in other fields, college salaries are far below what they should be. For example, the American Association of University Professors reports that the average pay of more than 63,000 faculty members in 323 institutions for 1959-60 was \$7,960. Broken down by academic rank, including fringe benefits, average salaries were as follows:

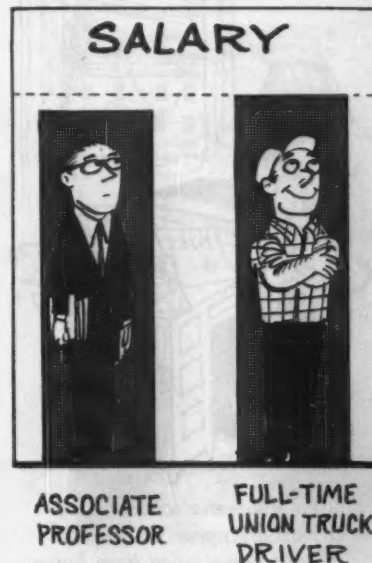
Professor	\$10,789
Associate Prof.	8,124
Assistant Prof.	6,804
Instructor	5,542

The NEA reports that \$6,711 was the median salary paid to U. S. college teachers of all ranks in 1959-60. The average salary for men teachers was \$6,906 and for women, \$5,865.

Dr. Jean Paul Mather, former president of the University of Massachusetts, says, "The average associ-

ate professor's salary for all four-year colleges and universities of this country is a little below that of a full-time union truck driver."

According to the *New York Times* of March 5, 1960, approximately 4 per cent of college faculty members



## IS COLLEGE TEACHING FOR YOU? (continued)

earn more than \$12,000 a year, 10 per cent earn more than \$10,000, and 25 per cent earn less than \$4,600.

Salaries are definitely going up. In the three-year period from 1955 to 1958, faculty salaries had increased 20 per cent, ranging from 19 per cent for instructors to 21 per cent for professors. There is every indication that salaries will continue to rise, particularly because of the shortage of qualified instructors needed to cope with rapidly expanding college enrollments.

### Summer School Teaching

Some faculty members may increase their income by teaching in summer sessions. Opportunities for summer-school teaching vary according to the type and size of the collegiate institution. It is the rare institution that can accommodate all of its regular faculty during a summer-school program; as a rule, anywhere from one-third to two-thirds of the faculty are staff members. There is a growing trend to hold two summer sessions of five to six weeks each. In such cases, a faculty member usually teaches during one session only, thus creating an opportunity for another source of income for a colleague during the second session.

Some colleges make a practice of

employing a particular faculty member for only three consecutive summers. During the fourth summer, a visiting professor takes over the vacant spot. This rotation plan enables the college to bring in 25 per cent new faculty every summer session, thus providing the college with new ideas and new philosophies. Keep in mind, however, that summer school teaching opportunities are extremely limited and that many college teachers have to shop around to find positions. It may even be necessary to take up residence in another city during summer session. Your summer school salary may disappear as a result of your living away from home for the duration of the program. Approximately one-half of the institutions offering summer school programs base the salary on the rate used during the academic year. Thus, if the college year has 32 weeks and summer session has eight weeks, the faculty member receives one-fourth of his yearly salary for his summer teaching.

A college teacher can often add to his yearly income by engaging in one or more of these activities:

- Teaching in the graduate school of his college, where afternoon, evening, and Saturday courses are offered.
- Teaching in-service courses to business employees.
- Teaching in the evening division of a nearby college as a visiting professor.
- Acting as consultant to business firms in his area.
- Writing textbooks and professional articles.

### Faculty Rank

Most of the nation's colleges have the traditional ranking system of instructor, assistant professor, associate professor, and professor. Others offer different merit designations within a particular rank, such as Assistant Professor I and Assistant Professor II. The usual time required to go from the rank of instructor to professor varies from 10 to 15 years.

Unless circumstances warrant otherwise, new or inexperienced candidates for a college position are usually appointed to the rank of instructor, or, if the credentials are outstanding or the candidate holds the doctorate, to assistant professor. The higher ranks of associate professor and pro-

fessor are usually reserved for promotions within the faculty and are also used to attract unusually capable teachers to the college.

Although the bachelor's degree may be acceptable for appointment to the instructor's level, appointments to the higher ranks are usually reserved for holders of advanced degrees. If one enters college teaching as a life career, the possession of the doctorate usually hastens promotions.

Promotions usually result from one or more of these considerations:

- *Possession of an advanced degree.* Although the possession of the doctorate does not of itself guarantee promotion, it does place the candidate in the promotional zone. Although some candidates with only the master's degree succeed in reaching the rank of professor, promotion to this rank comes more quickly with the doctorate. The Ph.D. and the Ed.D. and other comparable degrees are almost mandatory requirements for promotion in the larger universities and in many of the better smaller colleges.

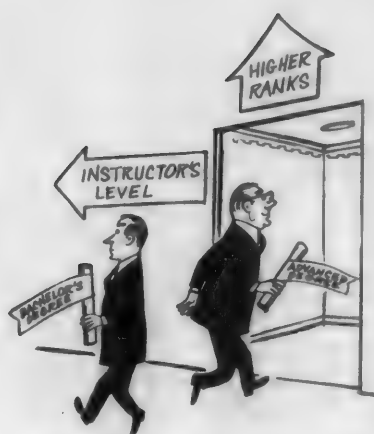
- *Teaching excellence and professional growth.* This is difficult to measure and is highly subjective. The department chairman tries to evaluate the quality of teaching of the candidates under consideration for promotion. He also tries to measure professional growth as evidenced by the degree of interest shown by the candidates in attending and participating in professional meetings and conventions, workshops, seminars, and community surveys and professional contacts, and by membership in professional organizations.

- *Scholarly research and published writings.* Perhaps too much emphasis is given to this point; but it is only fair that some weight be given to it at promotion time, considering the amount of time devoted to such activities by a large number of faculty members. When the department chairman considers the matter of research and writings, he is operating under the assumption (which may not prove to be true) that the candidate is making a contribution to his own growth and to his profession whenever he engages in research and has publications credited to his name. It is safe to say that being active in research, and writing never worked against a candidate for promotion, unless he was neglecting his teaching



Your summer school salary may disappear as a result of your living away from home





Appointments to the higher ranks are usually reserved for holders of advanced degrees

or other college duties as a result.

- *Contributions to the community and to the college.* College teachers are not expected to hibernate when they are not teaching. On the contrary college teaching is considered to be a profession, and members of college faculties are expected to act like professional people. Consideration is given to faculty members who take on community responsibilities. These include taking an active role in community affairs, such as church work, PTA, civic and social organizations, fund-raising campaigns, and so forth. Faculty are called on in many ways to assist in the administration of the college. Help is always needed in staffing such committees as the academic council, certification committee, curriculum committee, faculty council, dean's committee, faculty senate, scholarship and loan committee, foreign students committee, and the many special committees that are appointed during the year.

- *Continuing growth.* Studying for an advanced degree such as the doctorate, attendance at scholarly meetings, and/or a definite plan leading toward professional growth work in favor of a candidate under consideration for a promotion.

- *Appraisal by peers.* Although the practice of consulting peers is not followed in all colleges, there is some merit to it. Candidates for the rank of assistant professor might be unofficially rated by faculty members above the rank of instructor. This rating may be as informal as the depart-

ment chairman seeking out each of the peers and asking for a candid opinion of the candidate's worthiness for promotion. With proper controls in operation, some valid observations may come of this type of appraisal. The chairman reserves the right to make the final selections before presenting the candidates' names to the president for final action.

### Tenure and Contracts

Although tenure provisions are common in high school teaching positions, it is not necessarily true that you will have the same type of protection in college. Although some colleges draw up written contracts for a teaching position and give the appointee a copy of the contract for his files, other colleges operate strictly according to a gentleman's agreement.

Three general types of teaching contracts are in operation. If an appointment is only for one year, no tenure is enjoyed; this may be referred to as a term contract. If a conditional appointment is assumed by a faculty member, the position may be terminated at the pleasure of the college administration at any time. If a continuing appointment is awarded, some kind of unwritten tenure may be in operation. Usually, the lower ranks have to serve a longer period—up to three years for instructors—before reaching tenure. Tenure is not guaranteed. If a new appointee does not work out to the satisfaction of the college administration, any of several things may happen:

- The appointee may be asked to resign.
- He may be allowed to continue on the faculty after being told that he can never be considered for promotion.
- He may be told nothing and may wait year after year for a promotion that never comes.

### Teaching Load

A college teacher may be expected to teach one or more subjects each week. In some cases, he teaches as many as five or six different subjects, each of which may require extensive preparation. Rarely will he teach only one or two subjects unless he is in a large institution where many different sections of courses are offered. The number of periods he teaches

each week and the time he meets his class fluctuates from one semester to the next. His teaching load may vary from 10 to 20 credit hours. This does not necessarily mean that he spends from 10 to 20 hours in the classroom. Consider the class time of this college teacher who carries a load of 10 credit hours:

Subject	Credit Hour Value	Classes Per Week
Transcription	3	5
Beginning Typewriting	0	5
Business Correspondence	2	2
Beginning Shorthand	2	4
Advanced Shorthand	3	3
	10	19

The above table shows that the teacher has five different subjects worth a total of 10 credit hours and meets his classes 19 times each week. Because of a staggered program, he may meet only two classes on some days and four or five on others. It is quite possible that he may have no classes scheduled on a specific morning or afternoon; in fact, some professors find that they are entirely free of classes on a particular day. Even with this so-called "free time" available, other duties usually require

(Continued on page 30)

5 hours of research.....



for a 50 minute class.



# We Taught Beginning Typing to a Class of 125

ROSALYN S. ABEL, Van Nuys (Calif.) High School

**W**HEN I took that first look at my classroom, 80 feet long, filled with row after row of typewriters, I turned pale. The principal, who had escorted me to the door, gaily remarked, "All the equipment is here—except an oxygen tent for the instructor!"

It was indeed a challenge to teach beginning typewriting to 125 senior high school students in a six-week summer session with daily two-hour class meetings. The purpose was to determine whether this large group could learn to type as well as students learned in the usual classes with 35 to 45 members.

As the teacher responsible for piloting this new project, my first task was to select an assistant. Should he be a teacher, a clerk, or a student teacher? I selected an experienced teacher capable of helping students and of handling the classroom routines.

This was not a team-teaching project where two teachers share equally in all phases of the work. From the beginning, it was a relationship of teacher and assistant teacher. As the teacher, I presented all the lessons, demonstrations, and explanations. The assistant spent about half his time moving around the room to help individuals; the rest of his work consisted of making out the rollbook and seating chart, taking roll, making minor repairs to machines, recording marks, and setting up the microphone, tape recorder, and phonograph. We

both corrected papers. No teacher would like to be an assistant permanently; but my assistant, James R. Hill, felt that it was a worth-while experience, and I am sure he would make an excellent teacher of the class if it were offered again.

## Equipment Utilized

Although it would be difficult during the regular term to find a room large enough to hold 135 typewriters, this was not a problem in the summer. The machines were placed in a large multi-purpose room; the ten extra typewriters were used as needed when machines became inoperative. Fifteen rows were arranged, with nine machines in each row from front to back. A two-foot-high platform with two steps on each side was placed center front. It was 12 feet long and 5 feet wide—large enough to hold a demonstration stand, a microphone, a lectern, and a table for the phonograph and the tape recorder. With the microphone, two phonograph speakers were used, one on each side of the room. We did not use a chalkboard because it could not be seen by everybody. We also decided not to use keyboard wall charts because I was afraid that some students might fall back on them as a "crutch." Instruction was mainly oral, with teacher demonstration and the textbook as the visual aids. Some type of overhead projector would have been useful at times—to teach tabulation, for instance.

Before the first day, machines were checked to be sure they were in working order, margins were set, and a sheet of paper with a word of welcome was placed in each typewriter. From the beginning and throughout the course, I concentrated on techniques. Every day there was teacher demonstration and class drill on brisk stroking, smooth carriage return, curved fingers, eyes on copy, correct sitting position, hands close together, and other important techniques. My assistant and I walked up and down the aisles checking every student, first on one technique and then on another. Weak students were spotted quickly and noted on the seating chart, and we made an attempt to give them some personal attention every day.

At the beginning, I typed entire lines of most of the drills with the students. I would set the pace at about the slowest level and say the letters or words aloud. After pacing with me, each student would type the line at his own rate as a 1-minute writing.

In addition to learning the keyboard, the operating parts of the machine, and erasing techniques, the class learned to type personal letters, business letters, envelopes, outlines, manuscripts, and reports, as well as to center problems on any size sheet of paper and to set up tabulations by the backspacing method.

We covered the first 75 lessons



**THE AUTHOR** gives instructions over the microphone while her assistant, James R. Hill, helps students.

of the text (*20th Century Typewriting*, Seventh Edition, by Lessenberry, Crawford, and Erickson). The tapes that accompany the text were helpful in the early lessons when the keyboard was being taught, because they freed both instructors to check individual students for correct fingering and techniques. During the last two weeks, we practiced supplementary drills on numbers and characters and used some of the straight-copy material in *Sustained Timed Writings*, by Grubbs and White.

We did not allow students to take their textbooks home. If they had been able to, they could have read over the next day's lessons, studied the keyboard, and done extra non-credit practice work. (A survey showed that 77 per cent of the students had a typewriter at home.)

Even with this large a group, the teaching was not impersonal. Students felt free to ask questions and knew that the teachers wanted to

help them. The assistant teacher learned the names of almost all the students without any special effort. Although I never really got acquainted with the good students, I certainly became familiar with the weaker ones, who got some personal help each day.

Because the pace was so brisk, music was played for relaxation before and after class and during the five-minute break. I soon learned that the students did not care for the music I selected, so I let them bring their own records. Naturally, they included the current teen-age singing idols and the latest rock-and-roll!

The question I was asked most often was, "How are you going to correct *all* the papers?" The system I used made correcting papers and assigning marks neither burdensome nor time consuming, yet it was fair to the students. No marks were recorded during the first two weeks. During the next two weeks, scores on

timed writings were recorded; and during the final two weeks, both timed writings and timed production tests were recorded. I adopted, with some small changes, the marking systems originally suggested by Alan C. Lloyd in his cross-country speeches and in his article, "Here's a New Design for Scheduling Timed Writings" (*Business Teacher*, Dec. '57-Jan. '58 issue).

During the third week, the class wrote for two minutes; during the fourth week, for three minutes; and during the last two weeks, for five minutes. Writings were handed in only if they were "eligible" for marking. To be eligible, a paper had to be within the limit of one error a minute. Exact speeds were not recorded, but checkmarks were used to record speeds within four ranges (D-20-24; C-25-34; B-35-39; A-40 or more). Eligible papers were collected, rechecked, and recorded by

(Continued on page 32)



**A**LMOST ANY bookkeeping teacher has spent a considerable amount of time uncomplicating "simple" things from textbook explanations that his students have found much too difficult to comprehend.

With the wealth of publisher-prepared material available today, some teachers may feel somewhat strait-jacketed; they may find it difficult to teach bookkeeping the way *they* want to teach it. Teachers of slow learners find it essential to find ways to supplement and complement whatever texts they happen to be using, and all teachers find that, as a rule, they are more effective when they do so.

What about you? Do you follow the "track" laid down by the authorities who prepared the instructional materials that you are using? Although few of us have frequent opportunities to choose a new text, we can usually simplify or modify the topics or procedures that we don't quite like. Don't let your text substitute for your own judgment. Change whatever you think should be changed. The author of your textbook could not possibly have anticipated all the special and unique situations that each teacher runs into and solves, each in his own way. Use your basic textbook, of course; but explain things to your students the way *you* want to.

Here are only a few of the many ways in which bookkeeping instruction may be modified for the benefit of your students, especially your slower learners.

#### **Two-Column Forms Are Useful**

Keep in mind that *any* journal entry may be made in a two-column journal and that the same paper may be used for statements. With renewed emphasis on bookkeeping principles, we should never forget that two-column journal paper and two-column ledger paper will serve for recording any bookkeeping transaction, however complicated it may be. Hence, any bookkeeping problem in any textbook can be modified for solution using only two-column journal paper and two-column ledger paper. Four-column journal paper (two columns left, two columns right) will do nicely for explaining the *principles* of columnar journals, because the two left columns may be used for cash receipts and cash payments. Three-column paper will serve for both general ledger and subsidiary ledger accounts and also for statements, and ten-column worksheet paper will serve all basic analysis purposes. These basic forms may be duplicated for use wherever a shortage of funds precludes the purchase of workbooks.

For both general and subsidiary ledgers, you may be able to use the three-column "self-balancing" account form to great advantage. This form, with three right-hand columns, greatly simplifies beginning instruction by eliminating the need for footing, balancing, and rul-

# SIMPLIFY BOOKKEEPING FOR YOUR SLOWER LEARNERS

Don't be afraid to depart from  
your textbook if you feel that  
your students' needs demand it

**ENOCH J. HAGA**

Stanislaus State College  
Turlock, Calif.

ing of accounts. If desired, the standard form account (two-column split) may be taken up later when students have absorbed fundamentals and are ready for details. Assuming that three-column ledger paper is used, the temporary proprietorship, or nominal accounts, may be ruled with a single rather than a double line.

It is a good idea to make fairly extensive use of the adding machine in teaching bookkeeping. Even one machine in a room will make your work and your students' work easier. Your students will find it fun to take the trial balance on the adding machine. (Since this record is usually used for the bookkeeper's own reference, there is little need to prepare the formal written document.) To take the trial balance on the adding machine:

1. Clear the machine.
2. Add all debit balances.
3. Subtract all credit balances.
4. Total the result. If zeros appear, the trial balance is in balance; but, if it is not in balance, the amount printed will be the amount of the error. (How often have you had to ask a student, "By how much is your trial balance off?")
5. Write the usual statement heading somewhere on the machine tape, initial it, and file it wherever convenient for future reference.

One distinct advantage of taking a trial balance by machine is that the problem of a student asking whether an account without a balance should be included simply does not come up—the student realizes that such inclusion would be useless. Another advantage is that it is unnecessary to subtract the smaller side from the larger side, in a trial balance that is out of balance, in order to find the amount of the error.

### Other Adding Machine Functions

The post-closing trial balance may also be taken on the adding machine. Schedules of accounts payable and receivable should be made on the adding machine in the same manner and for the same reasons that trial balances are made by machine. Students making schedules on the adding machine will not be likely to include zero-balance subsidiary accounts, as they might if they were preparing formal written schedules.

When explaining how to locate errors in a trial balance that is out of balance, do not neglect to tell *why* one of the steps is to divide the error by two and *why* another step is to divide by nine. The student should be taught principles, not rules. You can probably explain the division of the error by two, but can you explain the division by nine? The explanation is that the difference between any transposed number and the actual number is divisible by nine. For example, if 163 is meant but 136 is written

instead,  $163 - 136 = 27$ , which is exactly divisible by nine. For the same reason, checking computations by casting out nines will *not* disclose transposition errors.

Why have students subtract if the easier operation of addition will suffice? When teaching the reconciliation of the bank statement, it is unnecessary for the student to do anything but add. Addition is really the chief arithmetic process—subtraction is defined as the process of finding a quantity that, when added to one of two given quantities, will give the other; division is merely repeated subtraction, and multiplication is only repeated addition. Most reconciliation forms furnished by banks on the reverse side of monthly bank statements are ahead of bookkeeping texts on this point—only addition is required for a reconciliation of the checkbook balance and the bank statement balance. Here's an example:

### BANK RECONCILIATION, JANUARY 30, 1961

Checkbook Balance	673.89	Bank Balance	750.99
Add: Checks		Add: Deposit,	
Outstanding:		January 30	37.95
#21	125.00	Bank Service	
#23	5.10	Charges	2.75
		Dishonored	
		Check	12.30
	<u>803.99</u>		<u>803.99</u>

Addition is more convenient than subtraction and is also less susceptible to error than the usual combination of addition and subtraction.

Prepare a few problems covering payroll deductions required in your particular state or area. Obtain the actual blank forms in order to give your students realistic practice. Have them actually prepare all required reports. If sales taxes must be reported in your state or area, give students some practice on this, too.

Keep in mind that, if your students are fortunate enough to be using workbooks, you have no way of knowing whether or not they could select and use the forms required for various exercises. Try giving a few problems that involve selection by students of correct forms from a variety laid out on a table.

By now, you probably have a few ideas of your own on how to improve your instruction. The foregoing examples are illustrative of only a few of the many ways in which you can simplify and modify your teaching. Don't be afraid to depart from your text and put your own ideas into practice. Teaching never gets dull when you are always on the alert for new, easier, and simpler explanations for your students.

**ROSEMARY E. ULLRICH**

Utica (N.Y.) College of Syracuse University

**Y**OUR BRAND-NEW secretarial graduate is living through her first day on a "real" job. She has arrived fifteen minutes before opening time as you suggested in your secretarial practice class, possibly hatted and gloved as you suggested in the good-looks section of the same course, has said her cheerful good morning's (human relations section), and is now seated at her desk. Having checked the supplies in this desk, she is giving the typewriter the "Now-is-the-time-for-all-good-men" test to see if the ribbon is properly wound and sufficiently black. Within easy reach is a fresh new shorthand notebook, its first page dated top and bottom, the suggested pen and two well-sharpened pencils tucked under the rubber band. She's ready.

The buzzer buzzes. Her stomach flips, rights itself; this is the "call to dictation"! The Gregg certificate in her purse says she can take shorthand at 100 words a minute and transcribe

it with 95 per cent accuracy. This is some comfort; but in the back of her mind, she knows that this man will expect 100 per cent accuracy. From now on, however, the certificates will be green and negotiable; so she hurries on.

What did you do to make this moment easier for her? Certainly you gave the classroom dictation yourself and made sure it was properly timed. You didn't remain glued to the front of the room but walked through the aisles during dictation to see and correct every malformed word that was written. You waited until all disturbing noises had stopped before you began dictating, starting the takes with an attention-getting "Ready now, class. . . ." You made sure of her ability to recite the rules for the formation of words and phrases at the drop of a final consonant. You worked very hard to get her to write with textbook perfection, and you stood over her until she made small, neat, ladylike notes.

These are things that many of us feel we must do to insure the climate

that will help us attain the best results. But do they prepare our graduates sufficiently to meet the demands of real-life situations? It's my opinion that they are a step in the right direction, but not the *giant* step—they're not realistic enough.

Let's consider your practices one by one.

You don't have to wait until they're ready for office-style dictation in the advanced courses to give your students the opportunity to take dictation that is different from yours. Early in their shorthand careers, you can spend a few minutes showing them how to dictate at different speeds. This activity will have a three-fold purpose: (1) A student can dictate for you if you are called away from class or are absent; (2) students can dictate to each other outside of class; and (3) students can show their families at home how it's done and enlist their help. (Try not to show your surprise too much when some bright-eyed little girl tells you that her boy friend dictated shorthand to her for half an hour before they went out Saturday night and that they plan to do this before every date until she gets her 100-word certificate.)

Practice in the use of voice-writing equipment is no doubt part of your business machines course. Instead of spending time looking for material for the students to use when they try out the dictating features of this equipment, why not have them read letters from *Previewed Dictation* at various speeds? Mark the indicator slips with the letter number, page, and the name of the dictator, attach them to the belts or tapes, and place them in a box where they will be ready to use for after-class practice, or as assignments, or however else your ingenuity suggests. When a student is ready to use one of these belts, she takes with her a copy of *Previewed Dictation*, turns to the letter indicated on the slip, practices the difficult words, and then starts taking the dictation. The machine can be

*That first day in the office  
won't prove overwhelming if you . . .*

# Provide Realistic Situations

## For Your





**INVITING** male teachers to dictate helps to create office atmosphere

speeded up for easy sections and slowed down when the going becomes difficult. (Doesn't she wish she could do that with you!)

The boss will probably be a man, so you need some male voices. You'll always be able to find a few faculty members who "have always wanted to try one of those machines." Show them how to operate it and you'll find them more than willing to read a few letters. They will enjoy learning to use the machine; you will be building up a collection of voices and speech mannerisms. Slip a new one of these faculty-dictated belts or tapes into the collection periodically to stimulate interest in practice sessions. And don't worry if the timing is not minute perfect; you're in class every day to make sure they get a sufficient quantity of accurately timed material.

Now about the prowling. It's true, of course, that an error should be caught immediately and corrected before it becomes a habit. But with one eye on the clock and another on the dictation material, how many errors do you actually catch? Is the number worth the strain you put on yourself and on the student who is already worried enough about writing this new language faster than her mind is ready to operate? Walk through the aisles occasionally, dictate from dif-

ferent positions in the room, pick up a notebook now and then and read a few lines aloud. When your wanderings take you back to the front of the room after several minutes of this activity, you will be able to discuss and illustrate at the board the major problems you noted. This will give the whole class the benefit of your discovery and maintain the anonymity of the student who can provide you with horrible examples day after day but who won't be helped by having you point this out to her classmates. You'll catch as many errors this way and have a more relaxed class, too.

You know your graduate won't always have time to get seated comfortably at her boss's desk before the dictation comes rolling at her. You know that she may be called on to take dictation while walking, or standing in his doorway, or at the files, or seated in a moving vehicle, as well as in a number of other inconvenient and uncomfortable positions. Knowing this, you can simulate many of these procedures in the classroom. You will find that your students will be intrigued as often as annoyed by the situations you manufacture. -

### Try These Variations

For example, why not have your class write occasionally with notebook on knee instead of on the desk? Once in a while, have them stand for a short period of dictation. See that they get some practice in writing on unruled paper instead of the regulation shorthand notebook. Now and then, arrive at your classroom just after the bell rings and start dictating as soon as you enter the room. These are unusual procedures in the classroom but not at all out of the ordinary in the business office. (Remember, however, to reserve these innovations for your advanced students.)

Must a practicing secretary be able to recite rules for the formation of shorthand words and phrases? Is demonstration of this knowledge ever re-

quired in employment tests? Is ability of this kind recorded in her personnel folder? Does the parroting of rules provide anything more than mental exercise?

The negative answer to each of these questions should indicate to you that memorizing rules is a non-productive activity. I have discovered, particularly in college classes, that precious classroom minutes can be wasted in academic discussions of the system of shorthand rather than the practice of the art. When the student is taking speed dictation, there simply isn't time to review mentally the rule for *s*, useful as it might be on occasion—therefore, why spend time memorizing the rule?

The only justification for the discussion of rules in the classroom is the mention of them when a new principle is presented to a beginning class. The time spent memorizing rules can be more productively spent reading and writing the lessons in the textbook and the stories and articles in *Today's Secretary*. This activity will provide the student with enough repetition of basic principles so that rules will be followed automatically and unconsciously.

Because he believes that perfection is not to be attained in this life, it is said that the Indian never produces a piece of handicraft that does not contain an intentional flaw. I am not advocating that you encourage your students to emulate this practice; I am simply suggesting that you relax a bit in your requirements for perfect penmanship.

It is highly improbable that your students will be writing plate material for shorthand textbooks as a career. The degree of perfection that you should strive for, therefore, is simply one that will allow the writer, and anyone else in the office who may have to use her notes, to transcribe with facility. Do small, neat notes indicate excellence in the shorthand writer? Probably the best and speedi-

(Continued on page 34)

# Future Secretaries

# Let's TEACH Income Tax

A little tax instruction  
can be a dangerous thing

**RAYMOND A. BOYLE, CPA**  
University of Puget Sound, Tacoma, Wash.

**S**TUDENTS cannot really learn about taxes unless teachers make an effort to *teach* taxes, not merely provide instruction.

Unfortunately there has developed in our schools a widespread practice of attempting to indoctrinate students in Federal income tax by using the regular tax forms as a starting point, with the instructor referring to Government explanations of the forms with his students. Such an approach will never result in student under-

standing of income tax. It may enable the student to complete his own tax form satisfactorily (although he could probably do so anyway merely by looking at the form himself and referring to the instruction pamphlet when a question arises); but he won't have a basic understanding of our income tax, and he won't be prepared to use his reason to determine the treatment of an item that is a little different from one specifically pointed out by the instructions.

## Importance of Reasoning

The student's knowledge resulting from such instruction will consist of scattered and isolated facts that are easily forgotten because the student doesn't understand the reasoning behind their formulation. In the field of income tax, as in many other fields, a little knowledge can be a dangerous thing—dangerous for the student himself and particularly dangerous for anyone who might later look to him as a person with knowledge of our income tax laws.

It is far better to obtain a good text for a Federal income tax course, preferably a text that approaches the subject through the gross-income concept. The student should be given at least a basic understanding of the primary theories of our individual income tax. (I would suggest that partnership and corporation income tax be deferred for an advanced course.)

The gross-income approach gives the student an insight into such questions as: What is income? What is excludable? What types of expenses may be deducted from income in arriving at taxable income?

It is true that the average student will have some difficulty in comprehending certain items that will be covered in a good income tax course unless he has had some training in accounting. For instance, many students will flounder in recognizing deductible business expenses. But they should at least be aware that such deductions are proper for a person in business and understand why they are allowed as deductions. They will know better than to ask in later life, "If Mr. Brown can deduct auto insurance, why can't I?" And, if nothing else, they will become aware that they are not experts in the field of taxation.

Certainly such a course will inspire some of the students to go on

to accounting or law studies and will influence their choice of careers.

On the other hand, the opposite is true of the type of course that uses forms and pamphlets as the only tools of instruction. Such a course seldom arouses the natural curiosity of a student or instills a desire for the pursuance of law or accounting as a life's work. Moreover, it tends to cause the student either to abandon the thought of ever being able to familiarize himself with income tax or (the other extreme) to believe, at the end of the course, that he has mastered the subject to such an extent that he is now proficient enough to advise and assist others in their income tax problems.

If the gross-income approach is used in teaching income tax, the student will first learn that gross income for income tax purposes represents *all* income except that specifically excluded by law and that nothing is deductible except that specifically provided by law. Even this first basic fact gives him something with more meaning than mere instruction from forms and pamphlets, which will simply point out that certain specific things are deductible, certain others are excludable, and certain exemptions are allowable. By the time such instruction is finished, the ordinary student won't understand the differences between exclusions, deductions, and exemptions.

## From Theory to Practice

A good course in income tax will teach the student first from theory. Near the end of the course there is justifiable reason for familiarizing him with the tax forms; having learned the fundamentals of income tax reasoning, he will quickly adapt himself to arriving at problem solutions on standard forms. This will be a source of satisfaction to him, because he will see how the theory that he has been learning applies in practice. To begin with the tax forms and then struggle back to attempt to justify the form from isolated instructions on isolated items makes no more sense than starting at the last chapter of a technical textbook and working backwards. This is not teaching.

If our Federal income tax is important enough to provide academic classes in the subject (and I'm sure that every right-thinking person realizes that it is), let us strive to *teach* taxes and refrain from offering courses that give mere instruction.

# THE SAGA OF GREGG SHORTHAND



John Robert Gregg: The Man and His Work

F. ADDINGTON SYMONDS

*A Series of Four Articles*

## 2. Triumph in America

*The toast is Tomorrow  
And the toastmaster is Hope*

—ANON.

GREGG LANDED at Boston full of high hopes. He had come there to protect his copyrights and to tell all America about his system. It was to take the whole country by storm. And he had precisely \$130 between himself and total destitution.

From the outset, fate seemed determined to break his spirit. Its first gesture was to introduce him to the United States at a time when that country was in a state of financial panic. Its effects were only too depressingly evident in Boston. Business was virtually at a standstill. Such was the general distress that soup kitchens had

been set up in City Hall to feed the poor. Apart from this, Boston was, in any case, one of the worst possible centers in which to start anything new. Even in prosperous times, its innate conservatism was a byword, its elderly scowl at novelty calculated to dash the hopes of the most enthusiastic of pioneers.

Once again young Gregg had to tighten his belt, metaphorically and literally, for he soon found that he would need all his resourcefulness to keep himself from starvation. Almost his only asset, apart from his meager capital, was the fact that his hearing had been partially restored—that, and his still unconquerable faith.

He got in touch with Mr. Rutherford, a gentleman as gifted with imagination as Gregg was with self-assurance. Rutherford boasted to young Gregg that he was already

## THE SAGA OF GREGG SHORTHAND (continued)

head of a commercial school and took him along to see it. It turned out that the "school" consisted of one roll-top desk on the peak floor of a backstreet office building. The hopeful schoolmaster rented the quarters for \$12 a month. At his single desk he taught his students, two at a time, each of them using a slide that could be pulled out from the desk or pushed back, as required. The students came "by appointment" for one-hour lessons plus half an hour of instruction in typing—on an old Yost machine that Rutherford rented for \$3 a month, sub-renting it after school hours for \$3.50. (Gregg considered this a remarkable example of high finance.)

With a magniloquent gesture, Rutherford invited Gregg to make himself at home and offered him a partnership in the "school," together with an additional desk, for which he had the privilege of owing \$12 a month to a kind-hearted old German who seemed quite happy to grant indefinite credit.

The room in which the alleged school was conducted was also used by some eight or ten "firms" that carried on their business there, each having a similar roll-top desk. A motley collection of commercial adventurers, their main capital was hope and a superabundance of blarney. They came and went according to the seesaw of fortune that alternated between feast and fast, prosperity and near-bankruptcy.

In this Dickensian atmosphere, Gregg and Rutherford inaugurated their shorthand campaign. By some miracle of good fortune, the two young men were able to carry on this "school" for the next two years and even to produce the first American edition of the textbook in paper covers.

Their students were a mixed lot of both sexes and various ages. Among the first to be enrolled was a mysterious lady who wore a strange, outlandish costume and came on Saturday afternoons from some distance, riding a bicycle. She would say little about herself and seemed,



*Flashlight photo of John Robert Gregg's first shorthand class in America, at the Boys' Institute of Industry, Boston, 1893.*



*Daniel L. Marsh, president of Boston University, shakes hands with J. R. Gregg after conferring on him the degree of Doctor of Commercial Science in 1930.*

at first, to regard the system with a wary and even suspicious eye. But after she had attended about twelve lessons, she confessed that she was already a teacher of shorthand, employed at the Salem Commercial School, and had been sent by the school's proprietor to "look into" the new Gregg method by learning and testing it for herself. Being an enthusiastic advocate of the system already taught at Salem, she had not taken to Gregg at first; but as her lessons progressed she discovered its possibilities and had changed her mind, reporting back to her principal accordingly. The end result of all this was the first school adoption of Gregg Shorthand in America.

This success was like rich wine to young Gregg and, flushed with victory, he looked around for fresh fields to conquer. The building in which he and his partner conducted their school closed at 6 p.m. daily, and his first plan was to find some means of continuing instruction in the evenings.

Eventually he managed to set up a class at a place called "The Boys' Institute of Industry." The high-sounding name was not borne out by its appearance or its locality, the "Institute" consisting of only two or three small stores that had been converted into a kind of refuge for newsboys and urchins collected willy-nilly from the streets, with the commendable idea of giving them something to do to keep them out of mischief.

Various kinds of work were done here, ranging from wood-carving and carpentry to office routine, including shorthand and typewriting. The boys were free to choose their own subjects or even to do nothing at all, so long as they came into the Institute and were thus kept off the streets. The result was that, when a boy didn't happen to like whatever he was being taught, he



walked out of the class and took up something else. Similarly, if he didn't like another boy, he pulled him off his chair and pounded him on the floor; and when the class as a whole didn't like things in general, it overthrew the furniture and indulged in a free-for-all fight. It was no uncommon thing for Gregg to be interrupted by shouts and catcalls or by a sudden brawl that turned the whole place into a shambles. He could do nothing about this, beyond pleading from time to time with the boys to behave themselves.

In the flashlight photograph on the opposite page, a typical class is seen, with Gregg at the blackboard.

This was, in all, a period in the history of the system and its author when events were unpredictable and when fortune, good or bad, hung on the tenuous thread of chance. Each day dawned like a great question mark, pregnant with possibilities of success or sudden, irreparable disaster. To young Gregg, it was like treading a tightrope in a high wind.

Meanwhile, winter had set in—and it was one of the severest ever known in that part of the world. The snow lay inches thick on the ground, the nights were bleak and bitterly cold, and both Gregg and Rutherford were beginning to feel the effect of insufficient food and clothing.

Business went from bad to worse. By the time Christmas arrived, it had dwindled almost to the vanishing point, and Gregg and Rutherford were practically penniless. In fact, their joint capital just then was \$1.30.

### **Bleak Christmas, Bright Future**

But if their fortunes had sunk, their spirits still soared. If their stomachs were empty of nourishment when they set out on that Christmas morning, their hearts at any rate were full of hope. Food they must have, but it should be good food, suitable to the occasion. They made their way to a hotel, trudging cheerfully through the thick snow to save carfare. They studied the menu and very gingerly selected courses that would stay within the limit of the meager cash they had in hand. Then, over the meal, they discussed the future. . . .

"We drew a picture of the United States, covered with schools teaching Gregg Shorthand. We pledged each other's health. We stood up and shook hands over it and vowed to continue with this thing in which we believed with all our hearts and souls until we had relieved young people the world over from the drudgery of learning the old systems. In figuring over the meal, we had reserved ten cents for carfare home—we had not thought of any supper. But the waiter helped me on with my overcoat—and away went the ten cents. So we trudged home through the snow; and Rutherford, who had a wife and family in England, played 'Home Sweet Home' and other cheerful airs on an old organ until we almost wept. Then we went to bed, sufficiently sad. . . ."

The struggle continued for another two years, Gregg contriving somehow to carry on and even to make a poverty-line living. Then, in December, 1895, he went to Chicago, feeling passing rich with a capital of \$75. Here he hunted around until he had found the cheapest place—an office at 94 Washington Street, at \$15 a month. He took it and bought all the furniture he needed for \$26, renting a typewriter for another \$5 a

month. Finally, he put a small advertisement in one of the newspapers and, without much hope, opened his "school."

The going was slow. At the end of two weeks, he had only three pupils, whom he now proudly referred to as his "student body." He lost no time in hiring a painter to put on the door: THE GREGG SCHOOL OF SHORT-HAND: JOHN ROBERT GREGG, PRINCIPAL. He hung on, grimly yet cheerfully, until business had so prospered that he was able to hire three adjoining rooms—and even then the quarters were too small.

By now he had made sufficient progress to publish the system in book form for the first time and had found a printer who was willing to allow him to pay the cost in monthly installments.

And then came fresh disaster.

The building in which his school was housed caught fire, and Gregg found himself trapped. He escaped only by climbing along the narrow ledge of the roof and leaping across to the cornice of the adjoining structure, where he hung on, swaying dizzily until he could get his balance and climb down to safety. He afterwards declared that he escaped with his life only because, as a boy, he had been inspired by the famous Blondin, whom he had actually seen, to learn tight-rope walking—and he remembered what he had learned. But he had to go back, to rescue his precious textbooks; and though he did save most of them, they were badly charred.

That fire marked the end of a chapter. From the long night of hardship and struggle, he emerged at last into the dawn of a new beginning.

A local typewriter firm, in admiration of his courage and determination, befriended him, helped him to find other and better quarters; and loaned him all the machines he needed until he could get on his feet again. He soon did. By hard work and unswerving persever-



*John Barrett, director-general, Pan-American Union, presents John R. Gregg with a testimonial signed by over 1,000 Latin-American educators and others, at a good-will luncheon in 1931.*

## THE SAGA OF GREGG SHORTHAND (continued)

ance, he built up an organization that branched out from teaching to commercial publishing. And all the while, school by school, the shorthand system was spreading.

*Thus merit allied to resolve did claim,  
And rightly so, its well-deserved fame.*

—RAYNE

THE ULTIMATE secret of Gregg's success can be summed up in one word—*demonstration*. The public—represented by the teachers of rival systems—demanded proofs of his claims by challenging him to put his system to the test of high speed. He accepted the challenge and won. There is no need to dress up the story of that success in fine words. The bare official record will suffice.

It began when, in 1910, Fred H. Gurtler, a young Gregg writer, entered the final contest for the famous Miner Medal under the auspices of the Eastern Commercial Teachers' Association, and won it permanently with a net speed of 173 words a minute. Two other Gregg writers, both only 17 years old, also won places at 163 and 139.4 net wam respectively. These three youngsters were totally inexperienced in shorthand reporting and competed against fourteen writers of other systems, all of whom were experts.

In the following year, at the shorthand speed contest held by the National Shorthand Reporters' Association at Buffalo, an 18-year-old Gregg writer, Charles Lee Swem, established the highest world's record for accuracy of transcript on solid, difficult matter by writing 170 wam for five minutes; and in the contest on a Judge's Charge, dictated for five minutes at 240 wam, he achieved a record of 237 words net.

A year later, young Swem crowned this achievement, when, at the New York speed contests of the National Shorthand Reporters' Association, he set a new record of 268 wam for five minutes on testimony, defeating three former champions and eighteen older contestants, all experienced reporters. He followed this up in 1923 by establishing a world's record on three takes at 200, 240, and 280 wam, with an average accuracy of more than 99 per cent; and he repeated it in the 1924 World's Championship.

Swem's brilliant successes brought him the highest honors. He was selected by Governor Woodrow Wilson as his official reporter in his campaign for the Presidency, and he subsequently became personal secretary and official reporter to the President, a post that he held for eight years. Then, in an examination for the position of Supreme Court stenographer in the State of New York, he won first place in a field of 150 candidates. He did not accept the appointment at the time and took the examination again four years later, again winning first place.

Meanwhile, Gregg Shorthand was busy achieving other resounding successes. In 1921, the world's championship was won outright by Albert Schneider, who defeated three former champions and established two world's records. Then, in three consecutive years, 1925-



J. R. Gregg with Col. Olof Melin, inventor of foremost Swedish shorthand system, at International Congress on Commercial Education, Amsterdam, 1934.

27, the championship was won by Martin J. Dupraw, who was acclaimed at that time as "the greatest shorthand writer the world has yet produced." His success in 1927 gave him permanent possession of the World's Shorthand Championship Trophy, first offered in 1909 by the National Shorthand Reporters' Association.

In all, Gregg Shorthand had by this time won the world's championship no fewer than six times, establishing the world's highest speed records.

Such was the answer given by its inventor to the challenge thrown down by teachers of rival systems. But it did not end there. Inevitably, these successes attracted nationwide attention, and soon the system was taken up by teachers and schools and began to sweep the whole country, gaining fresh honors not only in America but abroad as well. Such progress was necessarily reflected in the rapid growth of the publishing business under the author's personal direction, and branch offices were opened successively in New York, San Francisco, and Philadelphia, to be followed by others in Boston, London, Toronto, and Dallas, in that order.

Foreign-language adaptations of the system—in Spanish, Polish, Portuguese, Italian, and Esperanto—were also beginning to appear, forerunners of many others. And a whole series of magazines, headed by the *Gregg Writer* and the *American Shorthand Teacher* in the United States and the *Gregg Shorthand Magazine* in England, added their lively testimony to the mounting success of the system.

In due course, anniversaries of the publication of Gregg Shorthand were celebrated. In 1913, Silver Jubilee Conferences were held simultaneously in Chicago and London. A special Anniversary Edition of the Manual was also published.

Then, in 1938, the Golden Jubilee of what was now justly described as "the most widely used shorthand in the world" was celebrated in America and Great Britain,

when the press of the world acclaimed the author and many congratulatory messages were received, including one from King George VI and Queen Elizabeth. In America, the New York Academy of Public Education announced the award of its medal to the author "for distinguished service to public education," and in London, Gregg writers and teachers throughout the British Empire were represented as a body, among many other distinguished guests, at a special conference of the National Gregg Association to pay tribute to one who was now justly acclaimed as one of the greatest of all shorthand inventors.

A special souvenir of the Golden Jubilee of Gregg Shorthand was also produced in London, under my editorial direction, and it is perhaps appropriate to quote here from my preface to that publication:

In the life of an individual, fifty years is a long time. In the history of the world, it is practically no time at all. Individuals may live their lives in the mincing steps of a year at a time; but the world as a whole may take half a century in its stride ere it dare look back and speak of progress.

Thus the public work of one man may be regarded through either end of the telescope: the small end, which shows a lifetime of effort and service; or the large end, which shows the place of that service in the scheme and purpose of the world's story.

The greatness of a work is reflected in the influence it exerts: in its persistence in time and its diffusion in geographical space. A work may take the best part of a single lifetime to perform and may seem by that to have been an endless task. But if in that lifetime it has also found a permanent place in the pattern of progress, its creator, who is also its servant, may well be pardoned if he is proud of what he has done.

Fifty years ago . . . Gregg Shorthand was born. It arrived unheralded, in a year noted for its dull uneventfulness, and its author, with youthful impatience, waited seemingly in vain for the plaudits of a grateful public. Looking at life through his own individual end of the telescope, it must have seemed to him long, and recognition slow indeed. Yet time, in a single stride, has given him his answer and his reward: In less than a man's normal span, his invention has spread over the whole world and while he yet lives he is assured that his work will go on and that its influence will continue to be felt in the years, perhaps the centuries, yet to come.

By this time, Great Britain had also produced its own long and brilliant list of young high-speed Gregg writers, prominent among whom were Leslie Bear, who, at the age of 19, was appointed official reporter to the League of Nations, twice won the Gregg National Championship at 200 words a minute (in 1936 and 1938), became a reporter in the Press Gallery of the House of Commons, and is today head of the Hansard staff; and Iris Vallins, who, after gaining the Royal Society of Arts' Silver Medal for 140 words a minute at the age of 18, became national champion (at 200 words a minute) in 1937 and again in 1947. On the latter occasion, she created something of a sensation when she flew over from Geneva (where she was an official reporter for the United Nations), arrived only a few hours before the championship examination, took it without any preliminary practice, yet easily won the award. At this time, she already had a long and imposing list of honors to her credit, among which were the American Gregg Writer Gold Cup in the 1937 annual contest of the Order of Gregg Artists and the Gregg Writer Gold Medal for penmanship in the 1942 Teachers' Blackboard Contest. Founder of the Iris Vallins Cup—an annual British award for combined

speed and artistry—she is recognized as one of the most expert and artistic high-speed Gregg writers in the world.

Unspoiled by this brilliant cavalcade of success and fame, Gregg manifested that lofty idealism that was the driving force of all his energies when, at the Silver Jubilee celebrations in Chicago, he spoke of what he always referred to as "our system."

"I believe shorthand to be the highest development of writing," he said, "and I believe that this shorthand of ours is going to be the writing that will prevail in all countries eventually and that it will live long after we have passed away. I believe, too, that in looking back to this convention in years to come, in all lands they will see the starting of a movement for a writing in all languages that shall express the evolution of the art of writing in its highest form, whatever that ultimate form may be."

In those words he expressed, simply and sincerely, what was always the dominant dream of his life—the vision of a time when the written word would be recorded in a universal shorthand. And it is no exaggeration to say that, if and when that time should come, the value of the contribution of Gregg Shorthand to the evolution of the art of writing must be realized and acknowledged in all its profound significance.

Meanwhile, the honors that the world had conferred were not confined to the system itself. Recognition of its importance to education was naturally followed by the bestowal of many personal distinctions on its author.

In 1929, he was given the honorary degree of Master of Commercial Science by Bryant-Stratton College.

In the following year, Boston University conferred on him the degree of Doctor of Commercial Science. He was appointed delegate of the United States Government to the International Congress for Commercial Education, which met at Amsterdam, and was elected chairman of the delegation and vice-president of the Congress. The



*Presentation of medal of Ulster-Irish Society of New York to J.-R. Gregg in 1936, "for notable service to the nation." Left to right: William Balfour, president of the Society; Mrs. J. Gregg; Dr. Gregg; E. W. Stitt, Jr., lawyer; and Dr. H. N. McCracken, president of Vassar College.*



## THE SAGA OF GREGG SHORTHAND (continued)

degree of Doctor of Letters was conferred on him by Rider College, Trenton, New Jersey.

Then, in 1931, the Eastern Commercial Teachers' Association presented Dr. Gregg with its first gold medal "for Distinguished Services to Business Education" and he was also elected to honorary life membership of the National Commercial Teachers' Federation. In that year, too, at a Latin-American Goodwill Luncheon, the director-general of the Pan-American Union presented him with a scroll bearing the signatures of 1,000 Spanish shorthand teachers and students. (For many years, Dr. Gregg's birthday—June 17—has been celebrated in Latin America as "El Dia Gregg"—Gregg Day—when the schools are given a general holiday in his honor.)

Mention must also be made of the gold medal "for Notable Services to the Nation" awarded to him in 1936 by the Ulster-Irish Society of New York, and the life membership of the New York State Reporters' Association in the following year.

Nor was recognition confined to America. In many other countries that he visited, he was received as a world figure whose fame had preceded him; in particular, in Holland, Germany, and Sweden (where shorthand is regarded as one of the fine arts) he was acclaimed as one of the greatest shorthand inventors.

Throughout this long period of mounting success, Dr. Gregg continued to be as active and enthusiastic as ever, despite the encroaching years. On his last visit to London, when he had reached an age when most men are thinking of retiring, he was asked if he now intended taking a rest from his labors. Dr. Gregg looked almost shocked, his blue eyes shining with a warlike glint. "Rest-me?" he retorted. "Not on your life! With me, to rest would be to rust!"

That was in 1939, just before the outbreak of the



*John Robert Gregg welcomes guests to a party celebrating the Golden Anniversary of Gregg Shorthand in the United States (New York University, 1943), as he shakes hands with Mrs. Gladys Huber Seale, Delta Pi Epsilon president for 1943.*

Second World War. And for the next eight years, Dr. Gregg continued to work at his accustomed high pressure, and to spur others on to follow his example. His dynamic personality never seemed to flag, his power and drive astonishing all with whom he came into contact.

Then, in the latter part of 1947, he was taken ill and rushed to a hospital for a serious operation. For a while there was cause for anxiety; but he appeared to make a good recovery and eventually returned home. A week later, however, he suddenly collapsed and died. The date was February 23, 1948, and he was then in his eighty-first year.

Tributes to the man and his work poured forth over the radio and in the columns of the press of the entire world. Countless newspapers in many languages told again the story of his early life and struggles, his amazing yet well-deserved success, his gift to the world of a system that has revolutionized the whole art of shorthand writing. Many of them referred in glowing terms to the man himself, to his genial and generous personality, his unique flair for friendship, and his lifelong interest in people. All mourned, no less genuinely than his own immediate family circle, the passing of one who was both an outstanding leader and a public benefactor.

But perhaps the most eloquent of all tributes came from an ordinary shorthand reporter, one of the millions of Gregg writers in the world today: "He left to us a heritage. He gave us the tools with which we might continue to earn our livelihood and serve society in a dignified, efficient manner . . . The memory of Dr. John Robert Gregg should forever be for us a shining symbol of faith, inspiration, and progress. May his soul rest in peace."

At Dr. Gregg's death, his shorthand had become well-nigh universal in its use, and statistics proved that it had already been taught to at least 18 million people throughout the world, either in English or through its many adaptations to foreign languages.

In the time that has since lapsed, it has continued to grow in popularity; and its present promoters, the McGraw-Hill Book Company, Inc., have done much to ensure this, as well as to keep alive the memory of its inventor. Among the firm's many activities, mention must be made of the founding of the John Robert Gregg Award in Business Education, presented annually. It has issued motion pictures and prerecorded dictation discs and tapes on the teaching of the system. It has re-organized and retitled the original Gregg magazines, which are today among the most up-to-date periodicals in their field. It has been responsible for the teaching of the system by television in various cities of the United States, and it is constantly expanding the number of foreign adaptations.

Truly it may be said that Shakespeare's dictum of great men's acts—that "the good is oft interred with their bones"—could never apply in the case of John Robert Gregg. He has left behind him not only the memory of a great and much beloved man, but a work that continues to flourish and to increase, to the lasting benefit of countless millions, not only today but in the years yet to come.

*(In the April issue: The Infinite Capacity)*

# Rx

## For Effective SHORTHAND Teaching

ROBERT L. GRUBBS, University of Pittsburgh



**M**ANY LONG-TIME shorthand teachers will chuckle at the title of this article, having discovered the hard way that nobody *really* knows how to build skill in shorthand. They realize that each school, each class, and each situation involving shorthand students is different. They are right, of course.

Still, even those who may be chuckling will agree that certain principles for skill building in shorthand tend to hold true for all classes. I believe, therefore, that the guides for building shorthand skill that follow will be helpful to you if you are just a beginner in teaching shorthand and may be interesting to you even though you have a rich background of experience in teaching the skills.

### Build Skill Through Speed

Your principal goal in the second semester is to help your students achieve speed, accuracy, and endurance in writing shorthand. Fortunately, accuracy and endurance are related to speed; as overtaking speed for brief takes mounts, accuracy and endurance at less demanding rates are increasingly fortified. The steps to infinite endurance and precise writing in shorthand are, therefore,

## 6. How to Build Skill In Second Semester Shorthand

to be found on the speed ladder that you must help your students to ascend.

You may not be able to accept that statement at first, but try to examine its meaning this way: There are really only two rates for writing shorthand; one is reached when you are writing as fast as you possibly can, the other when you are writing only as fast as you have to. The faster your students can write at top speed, therefore, the easier it will be for them to write with precision for indefinite periods of time when they need only stay abreast of the dictation.

To say it another way, you will want to help your students climb to far greater top speeds than they will ever actually need. Airplanes and autos have top speeds used only in serious emergencies and comfortable, safe, sustainable cruising speeds much below their maximum. Engineers know that accurate performance at cruising speeds can be maintained almost indefinitely but

that operating at wide-open throttle seriously limits the endurance and accuracy of performance of even the finest machinery.

Shorthand writers, of course, are not machines; but, like machinery, they need a comfortable cruising speed. Help your students achieve and keep comfortable, accurate cruising speeds by guiding them to fast top speeds that they may never have to use except in brief, emergency spurts.

### Build Skill with New Matter

As you know, speed in writing shorthand is the result of the development of several mental competences. Each of these competences blossoms most rapidly under the rigors and challenges of drill with new matter dictation.

Your students must continue to stock their minds (and hands) with a swelling vocabulary of shorthand outlines they can write accurately, quickly, and without conscious direction. They must develop the courage



to construct outlines for new or unfamiliar words fearlessly and according to principle. They must daily reinforce their automatic responses for the common connective words used in all communication. They must acquire poise and confidence when taking dictation. All of these mental competences are polished most efficiently through the use of new matter dictation in thoughtfully planned skill building routines.

### Use Short Letters to Build Skill

New matter dictation material may be found everywhere; but for best results, use short business letters of from 80 to 160 words. If the letters you wish to use run much beyond 160 words, cut them off at some sensible point near or before that length.

Use short letters because you can do more repetitions with them. Repetition is very important in building speed, and you can repeat the dictation of an 80-word letter at least three times at ascending rates in the same number of minutes required for dictating one 400-word letter only once at the rate of 80 words a minute. Short letters are more interesting to your students because you can use more of them; and with each letter, you present a new and sometimes different thought; there is less chance for speed-killing monotony to infect your class.

Furthermore, your students will encounter a wider vocabulary of thought-conveying words and a lower percentage of connectives in four letters of 100 words each than they will in one letter of 400 words. It's the thought words (those that express ideas, plans, solutions, opinions, impressions, estimates, etc.) that are troublesome for your students to write because they often do not have automatic-response outlines for them. The connectives (pronouns, prepositions, conjunctions, articles, etc.) occur more frequently and very nearly the same ones are used in every letter to tie thought words together. There are, in fact, brief forms for many of them and they seldom inhibit your students' speed.

The connectives are important, of course; they warrant continued practice; but so do the troublesome thought words. When you employ short letters, you provide your students with the most equitable distribution of practice on the two kinds of words.

Remember that the ability to quickly construct an outline according to principle is one of the competences upon which shorthand speed is dependent. The only way I know for your students to master this competence is through frequent practice. If you use short letters rather than long ones, taking advantage of their more helpful distribution of thought and connective words, you'll provide many more opportunities for your students to encounter outline-construction situations. So, until somebody invents a substitute for practice, use short letters in your program for building shorthand skill.

### Post Speed Building Routines

There is no magic in short letters (although I might have convinced you that there is in the previous section), or in new matter dictation either, for that matter. The magic that achieves skill lies in what you and your students do with the materials you elect to use. Therefore, you will want to employ procedures that you know will assist your students to climb the speed ladder. But more than that, you will want your students to know and understand your procedures. So, post your skill building routines on the bulletin board. Make large posters of the illustrations in this article, hang them on your wall and explain them to your students. They'll do better and have more fun doing it when they understand each step in your routine and can anticipate the next one. Plan to make your posters soon.

Many teachers use their materials in a stair step plan, a one minute speed builder, spurt dictation, and progressive dictation. You will find it helpful to use each of these routines, cycling them frequently to avoid monotony. Let's consider each of them in detail.

### Stair Step Plan

The stair step plan is not difficult to administer and your students will enjoy its challenges in building speed, endurance, and a method of attack on new words. The chart (your poster copy) illustrates the plan graphically and the following short explanation will help you understand how to administer it. The speeds and letters were chosen for each step simply to facilitate the explanation. The plan may be employed easily in any speed range and, of course, with any business letter material.

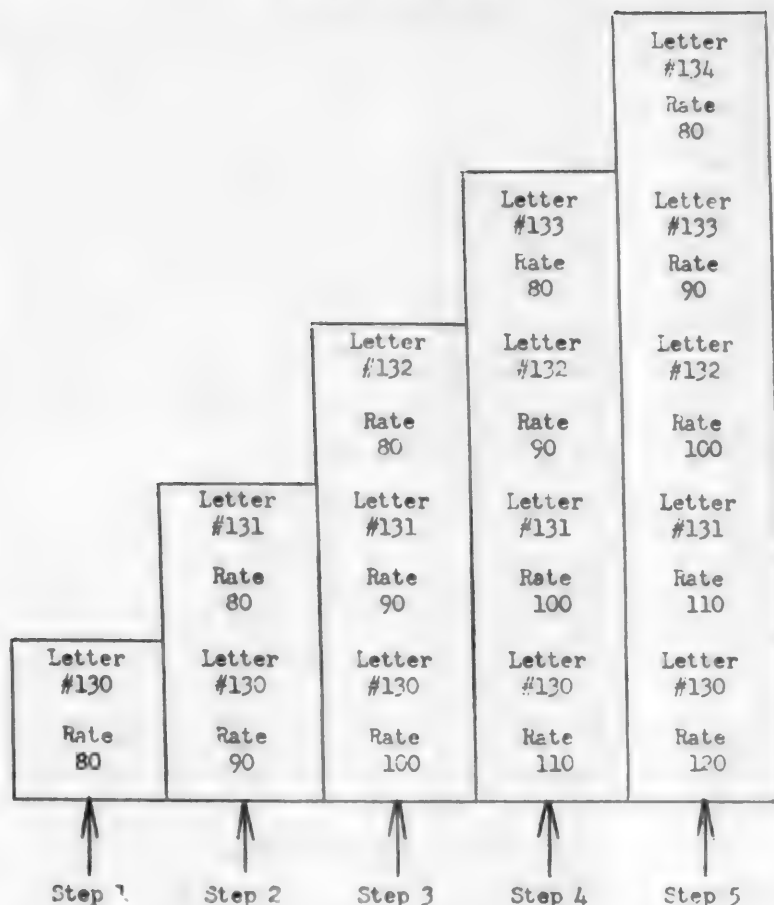
You must first choose four or five letters as the dictation material for the plan. The exact number of words in each letter is not important, but I like to use letters of about 80 to 100 words in length or cut longer letters to that length. The letters in *Dictation for Mailable Transcripts*, by Leslie and Zoubek, are ideal material for the stair step plan. For this explanation, I have chosen letters 130, 131, 132, 133, and 134 on pages 56 and 57 of *Dictation for Mailable Transcripts*. These letters are almost the right length for the stair step drill, but I would probably cut letter 131 at the words "active file," letter 132 at the words "in the newspaper," letter 133 at "that fact," and letter 134 at the words "Directory contains." Chopping the letter endings off in this way keeps them around 80 words in length and does no damage to the meaning. Keeping the letters this short, incidentally, is far more important at the beginning of the semester than at the end. Near the end of the semester, I not only wouldn't cut the letters, I would use slightly longer ones.

Having chosen your letters, and with your stopwatch and chalk ready for instant use, follow these steps:

1. Preview letter 130 at your chalkboard. Dictate letter 130 at 80 words a minute (or any other appropriate speed). Determine how many of your students got the take. Place additional outlines on the board, if requested. If all, or almost all, of your students got letter 130



## STAIR STEP PLAN



at 80, move to step 2. If they didn't, repeat the letter at 80 or at a lower rate if it appears that 80 is inappropriate.

2. Dictate letter 130 at 90 wam (or 10 wam faster than your initial rate) and without pause between the "very truly yours" and the "Dear Friend," dictate letter 131 at 80. As you are dictating letter 131, place any new or unfamiliar outlines in this letter on the board. (It takes skill to write on the board while dictating, but you'll soon acquire it.) Determine how many of your students got the take. Read aloud and in concert *all* the words on the board, adding any student-requested outlines to those already there. Step 2 may be repeated if

necessary until all or almost all of your students get both letters. Then go on to step 3.

3. Dictate letter 130 at 100 wam. Follow immediately (no pause) with letter 131 at 90. Follow immediately with letter 132 at 80, placing the unfamiliar outlines in this letter on the board. Read all the words on the board adding any that may be requested. Step 3 may be repeated, if necessary.

4. Dictate letter 130 at 110 wam, letter 131 at 100, letter 132 at 90, and the new letter 133 at 80 wam. Place selected outlines from letter 133 on the board as you dictate it. Have all the words read in concert and either repeat step 4 or proceed to step 5.

5. Dictate letter 130 at 120 wam, letter 131 at 110, letter 132 at 100, letter 133 at 90, and letter 134 at 80 wam. Place selected outlines from letter 134 on the board as you dictate it. Have all the words read in concert and either repeat step 5 or proceed to step 6.

6. Dictate letters 130, 131, 132, and 133 without pause at 90 words a minute. This will be a take of about 3½ minutes' duration. The rate, 90 wam, is enough below the maximum to which you have pushed your students, and there have been sufficient repetitions so that they should be able to get this take with ease and with confident control.

If you use five letters, and if you do not repeat any of the steps, you can accomplish the whole procedure in 25 minutes. If you use only four letters, the plan should consume only about 17 minutes of your class time. And there is nothing special about four or five letters. Two or three letters may be employed if you wish, and the speed building effect is diminished very little. On those days when you elect to use only three or four letters in the stair step sequence, operate the plan twice, using two separate sets of letters for maximum vocabulary experience.

### One Minute Speed Builder

The stair step plan, as you have discovered, shrinks the time interval for dictating each letter with each repetition. The content of each letter remains constant; but with each repetition the rate is stepped up and less time is consumed in dictating. You will be wise to change your procedure occasionally and hold time constant. Probably the easiest time interval with which to work is one minute, and the chart (more poster copy) shows you the speed building sequences to follow in a device that you might refer to as a one minute speed builder. The plan is easy and interesting to execute. An example will clarify your part in it.

Suppose that your class is, on the average, capable of taking three minutes of new matter at 60 words a minute. Your immediate goal,

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## FOR EFFECTIVE SHORTHAND TEACHING (continued)

therefore, is to help them push their achievement to three minutes at 70 wpm. To use the one minute speed builder in helping your students reach this goal, select some easy new matter dictation containing approximately 270 words. I would prefer to use three letters of about 90 words each for reasons stated earlier. You may choose one long letter of 270 words, however, if it is more convenient for you.

1. Preview at your board the first letter or the first 90 words of the material if it is one long letter. Dictate the first 60 words of the letter in one minute. Read the preview again and add any outlines your students may request. Now dictate the first 70 words of the letter; that is, the first 60 plus an additional 10 words in the minute. Read the preview and dictate the first 80 words in a minute. Repeat the dictation at this rate until about three-fourths or more of your students get the take at 80. Then dictate the entire first letter in one minute. The rate will be 90 wpm. You should repeat this step until at least one-half of your students get the take at 90 wpm.

2. Follow exactly the routine outlined in step 1 with the second letter (or the second 90 words of a long letter). The dictation rates, shown in the chart, are the same as those employed in step 1. Don't forget that the dictation interval for each take is one minute, and don't forget to preview the second letter. When at least one-half of your class can get the second letter (or the second 90 words) at 90 wpm, you are ready for step 3.

3. Employ the same routine as in steps 1 and 2 with the third letter (or the third group of 90 words if you are using one long letter). Remember to preview. When at least one-half of your students can take the third letter of 90 words in a minute, complete your one minute speed builder with step 4.

4. Read all the previews from the board. Dictate all three letters, back to back without pause between the complimentary closes and the salutations at the goal rate of 70 words a

minute. This take will be just short of four minutes in duration. Your students will be able to get the material at 70 wpm with ease. Don't forget to advise them to write only "as fast as they must" and to give maximum attention to outline precision. The take may be repeated if you think it is necessary and you may have it read back if you wish. It is wise, however, to have the reading back done in concert.

The strength of the one minute speed builder rests in the repetitions and in pushing your students' rates for the one-minute takes to 20 words a minute above the rate you set as your goal. If pursuing a goal of three minutes at 80, choose three letters of 100 words each (or one letter of 300 words) so that you can push the one-minute takes to the rate of 100 words a minute. Your final take will be, of course, just under four minutes at 80. If you are pursuing a goal of three minutes at 120, choose three letters of 140 words each (or one letter of 420 words) so that your minute takes will begin at the rate of 110 words a minute and progress to 140 wpm. The final take will be

just under four minutes at the rate of 120 words a minute.

To use the chart, simply fill in the blanks beside the word "Rate." Start with a rate 10 words a minute less than you think your class has, on the average, already achieved. The step intervals increase by 10 words a minute. The last one-minute dictation interval will be at a rate of 20 words a minute faster than your three-minute goal and will tell you the number of words you must have in each of your three letters. The handwritten figures in the chart show you the fill-in data for a goal of 70 words a minute for a sustained interval of just a little over three minutes.

### Spurt Dictation

To minimize the monotony arising from unrelenting use of evenly spaced dictation, let your students occasionally try to show their progress in taking spurt dictation. This carefully planned uneven dictation is also useful in helping your students break away from skill plateaus. The brief spurts to high rates will help them poke holes in their speed ceil-

### ONE MINUTE SPEED BUILDER

Letter Material Containing <u>270</u> Words			
One-minute takes, first part of the material	Rate: <u>60</u>	.	.
	Rate: <u>70</u>	.	.
	Rate: <u>80</u>	.	.
	Rate: <u>90</u>	.	.
One-minute takes, second part of the material	Rate: <u>60</u>	.	.
	Rate: <u>70</u>	.	.
	Rate: <u>80</u>	.	.
	Rate: <u>90</u>	.	.
One-minute takes, third part of the material	Rate: <u>60</u>	.	.
	Rate: <u>70</u>	.	.
	Rate: <u>80</u>	.	.
	Rate: <u>90</u>	.	.
Final Take: Approximately Four Minutes at <u>70</u> Words a Minute			

## ARRANGEMENT FOR SPURT DICTATION

If you dictate in six seconds a line of	Your dictation rate is
<u>25 strokes - 5 words</u>	50 wam
<u>30 strokes - 6 words</u>	60 wam
<u>35 strokes - 7 words</u>	70 wam
<u>40 strokes - 8 words</u>	80 wam
<u>45 strokes - 9 words</u>	90 wam
<u>50 strokes - 10 words</u>	100 wam
<u>55 strokes - 11 words</u>	110 wam
<u>60 strokes - 12 words</u>	120 wam
<u>65 strokes - 13 words</u>	130 wam
<u>70 strokes - 14 words</u>	140 wam

ings, opening an avenue for you to follow with the stair step plan or the minute speed builder.

The easiest way to facilitate spurt dictation is to choose some material and type it in a spurt pattern of your choice. Then, dictate it by the line rather than by the familiar 20-standard-word groups. To make dictation very easy, plan to use a 6-second dictation interval per line. Since 6 seconds is a tenth of a minute, the approximate rate for any line is determined by multiplying the number for five-stroke words on the line by ten. Thus, lines of 8 words (40 strokes) each dictated in 6 seconds will be dictated at the rate of 80 words a minute ( $8 \times 10$ ); lines of 12 words (60 strokes) each dictated in 6 seconds will be at the rate of 120 ( $10 \times 12$ ) words a minute. The chart shows the rate per line for a number of lines when the dictation interval is one-tenth of a minute or 6 seconds.

The sample shows you how a short letter might look when typed for spurt dictation. The letter, number

## LETTER FOR SPURT DICTATION

(Dictate each line in 6 seconds)	WAM Rate per line
Dear Mr. Welsh: Are you planning to move	80
your factory to some other part of the	80
country? If so, one of your immediate	80
problems is to get complete information	80
about sites that are available. That is	80
where the Central Railroad can serve you. Our men have all	120
the facts necessary to help you pick the location that is	120
best suited to your needs. They can give you accu-	100
rate answers to any questions that you may want	90
to ask. They have complete information	80
on hundreds of sites in various parts of	80
the country. This service which has proved of value to	110
the heads of large and small businesses alike, is described in our	130
booklet, "How to Find a Home for Your Busi-	80
ness." Send for a copy right now. Yours truly	90





234 on page 108 of *Dictation for Mailable Transcripts*, was rough-typed from the book for dictation at 6 seconds per line. The dictation rates, showing the spurts and drop-backs, are shown to the right. The line lengths range from 40 strokes (80 wam) to 67 strokes (approximately 130 wam).

### Progressive Dictation

Occasionally you will want to give your students an opportunity to "hang on to the happy end" as you gradually open the dictation throttle wider and wider. Progressive dictation, that is continuous dictation that accelerates in uniform fashion to higher and higher rates, is useful for this purpose.

It's easy to arrange your material for progressive dictation. Simply follow the same general mechanics you use in arranging material for spurt dictation, except that you will rough-

type it in steadily increasing line lengths. The example below shows letter 20 on page 140 of *Dictation for Mailable Transcripts* arranged for progressive dictation. Each line is to be dictated in 6 seconds and the rates are marked at the right.

Like spurt dictation, progressive dictation may be helpful in pulling your students from a speed plateau. Use it only occasionally, however, and mainly to renew the interest of your students in the more orthodox speed building plans.

There are a lot of teachers who always want to stop working and let their teaching materials take over for them. If there are places in your school where this can be done, the room where you are teaching second semester shorthand isn't one of them!

You will have to keep working in building shorthand speed just as faithfully and energetically as you did in presenting the work of the

first semester. The objectives have changed and your chalkboard work may be less rigorous, but the demands for your personal leadership and the inspiration you can give will increase.

Now, more than ever, your students will want to have unwavering faith in your ability to help them acquire competence in using shorthand. They will need to know and understand your plans for their skill development, of course. But they will have an even greater need to know what goals you are going to help them reach. And they will expect you to interpret for them their evidences of progress in achieving these goals. It will be the purpose of the next in this series of articles, therefore, to recommend speed and accuracy goals at which your students may aim and to suggest evaluative procedures that may be of help to you and your students.

(Dictate each line in 6 seconds)	Approximate WAM Rate per line
Dear Mr. Collins: Thank you for your ap-	80
plication of October 7 in response to our	80
advertisement in the local newspapers. The	80
facts you have provided on the application	80
indicate that you are well qualified for the posi-	100
tion that is open, except that you do not seem to	100
have had very much selling experience. If you have	100
had such experience but have not indicated it on	100
your application, won't you please give us further information.	120
I am enclosing a booklet that describes our organization and	120
its functions. In the back of the booklet you will find a copy	120
of the agreement under which you would work as well as a sched-	120
ule of the commissions that we pay. As we stated in our advertisement,	140
we pay a big commission from which we expect our representatives to pay	140
their own expenses. The commission is 50 per cent of the first year's	140
business and 10 per cent for the next five years. I think you will agree	140
that this is a generous arrangement. Very truly yours,	110

# What Determines

## Your View of the Class?

*Which of these elements enter into your attitude?*

MARY WITHEROW, St. Louis (Mo.) Public High Schools

PSYCHOLOGISTS tell us that what we accomplish in any given area is based on our view of that area. Only by accident can we accomplish that which we cannot conceive; we cannot repeat with meaning a routine with which we are not familiar; and we cannot retain that which is not understood.

Let's give business teachers a quick psychoanalysis on the basis that our accomplishment in a class will often be based on our view of the class.

As you read the rest of this article, make it personal—pick out Room 213, a beginning transcription class that meets for three periods daily, and even visualize the students that make up this class. As you walk into the room today, what determines your view of this class?

*Is your view based on habit?* Do you walk in with the same lesson plans that you used last semester, regardless of the students that make up the class? Or, if everyone comes in exuberantly from an assembly program, do you continue the same set pattern that you followed yesterday?—of course, after dressing the class down to the point where they are not interested in trying at all and you are too irritated to care. Or do you fall in with the fever and use the warmup drill that day as a relay, or as a chance to type out a cheer for the team?

*Is your view based on conformity?* I've always had a great deal of respect for the student who makes a torpedo while the teacher stands at the front of the room and gives explicit directions for folding a sailboat from paper. Oh, there are, of course, areas in any class where uniformity is not only desirable but is a must for the smooth running of the group; but let's not reach the point of thinking that any variation is an error.

*Is your view based on skepticism?* We can follow the crowd that keeps insisting that all teen-agers are delinquents, or we can reverse this attitude and look for the possibilities in each student. As I teach students in Secre-

tarial Practice 1, I have learned to think of them as the students who, in the next term, will be working in offices half a day and going to school half a day. What are the little personal traits they have that will be irritating to others in the office—chewing gum, moving about the room unnecessarily, or procrastinating in starting a job? Whatever it may be, is there something I can do about it as the student develops his subject skill in my class?

*Is your view based on the quest for popularity?* Sometimes we hesitate to give a student a low grade in citizenship because that student's mother is president of the mothers' club, or because that parent raised such a fuss over her daughter's grade last term that we'll let it slide and avoid a scene this time. Would you rather have the popular vote of the students today and be known as an easy teacher, or their real admiration five years from now, when a student can say, "I really learned something in that class that has helped me in my work"?

*Is your view based on prejudice?* Have you had this same student in a study hall the preceding semester and found that he was a real troublemaker? Give him a chance to prove that he has made a set of New Year's resolutions. For that matter, maybe this subject will be the one that he is interested in, and he will amaze you with his ability. And if a whole class seems to have low ability, you should not let that situation warp your whole attitude toward the subject if you have two or three other classes in the same subject.

So far, the views discussed have

been negative ones. Now let's take a look at two positive views of the class.

*Is your view based on purpose?* When you walk into the room, do you have the day's dictation planned, or will you grab a dictation book, hope the bookmark is still in place, indicating where you left off yesterday, and start dictating? It is good to have decided in advance whether you are pushing for speed today and, if you are, to select dictation without vocabulary-building words. If you yourself know what you are trying to do, it will be amazing how much more you will accomplish. Then, too, if you let the students in on the purpose of the lesson, you'll have a team pulling for the goal.

*Is your view based on power?* Are you a powerhouse of strength in the subject yourself? Do you have a lot of techniques to try, some of which are bound to reach every student in the room? Do you have a fund of background materials and experiences that will prove to make the class enjoyable? If you are not confident of your own knowledge in a course, you are not going to be a very dynamic teacher.

In the end, your accomplishments will reflect your views of the class. I cannot say that a time will never arise when it will be wise to base your views on habit, on conformity, on a skeptical outlook, on a popularity poll, or even on prejudice. Each of these may have a limited place—but be careful how you use them. I do say that a view of the class based on power and purpose will make you a strong teacher, and you will be gratified, to say the least, by your students' achievements.

## COLLEGE TEACHING

(Continued from page 9)

the college teacher to be on campus full time every day.

Because the pace of teaching in college is much faster and on a more challenging level than in high school, the teacher puts in many hours outside the classroom preparing to meet his classes. College teachers worth their salt are not textbook teachers—they use a text only as a course guide for their students. Because the text is not their only source of reference, the additional research and preparation necessary to meet classes is increased considerably. College teachers have close contacts with the library, where they may be seen during many hours of the week reading various journals, newspapers, and other literature in order to keep themselves up to date in their fields. It is not unusual for a teacher to devote five hours to research in order to meet one 50-minute class.

### Nonteaching Time

The professor's time between classes may run into several hours. This does not mean that he is free to do as he wishes. For example, a person who teaches a Monday 8 a.m. class in shorthand and a 1 p.m. class in typewriting has a four-hour time gap between classes. These four hours may be taken up by committee meetings, student counseling, office hours, meetings with textbook and business equipment salesmen, library research, conducting remedial instruction for students, student organization activities, greeting visitors, ordering supplies, and other duties that are an inescapable part of every teacher's lot.

Although the teacher may find that his last class for the day ends at 3:50, there is much to keep him on the campus until 5:00. An 8-to-5 day is common for the professor—and he may continue his work at home in the evening.

Faculty are usually invited to become honorary members of college fraternities, sororities, and other student organizations, and are expected to affiliate with student organizations. Such affiliation may be desirable, but along with it go responsibilities that cut into free time. In fact, becoming active in student clubs and projects often requires the professor to return to the campus in the evening rather than spend a relaxing few hours at



*The professor must often return to the campus in the evening rather than relax at home*

home. Because college students are older than high school boys and girls, many of their social activities are carried on at night. Sorority dances, men's smokers, initiations, meetings, and parties require faculty chaperones, who are usually selected from the faculty affiliates.

With the increasing burdens being placed on college administrators, faculty members are often asked to act as freshmen advisers. The bewildered freshmen need constant guidance, and faculty assigned to help them find that the open-door policy usually called for consumes much time and energy.

College personnel are often tapped as candidates to speak before women's clubs, Kiwanis, Lions, and other service clubs, church groups, professional groups, and other organizations. Unless the faculty member has a speech up his sleeve, he must spend hours doing the research needed in order to deliver a message that will do credit to his college and to himself.

Other nonteaching duties may include assisting in the registration program of the college and in the planning and operation of an all-college or departmental conference. Many hours of preparation are usually necessary to insure a successful conference. During the planning stages, free time of faculty members is at a premium.

### The Student Body

The typical college student is between 18 and 21 years of age. However, it is not uncommon for classes to include not only married women

whose children are in elementary or high school, but even grandmothers. For that matter, some veterans of twenty years' military service are either beginning their college careers or are returning to complete degree requirements. Therefore, it is quite likely that, if you teach in a college, you will have your share of the older generation in your classes.

Although the public high school is committed to accepting all who apply (except in the case of the physically and mentally deficient, who require special facilities and methods of instruction not found in public school), the college gets the intellectual cream. Minimum cut-off points in the College Entrance Examination Board (CEEb) test are going up and up, and the academic superiority of the incoming students is rising proportionately. The efficient college instructor must do more than keep one page ahead of his students—he must be many pages and many books ahead of them. He must be a dedicated scholar. Many high school students are in school only because the law keeps them there until they reach legal age; but most college students are in class to learn, and they intend to put the faculty through their intellectual paces. This means many hours of outside preparation for faculty instructors, particularly those who are newcomers to college teaching.

Although you may hear about graduate assistants, teaching fellows, and laboratory assistants, do not be misled into thinking that much of the routine clerical aspect of college teaching is



*The college instructor must expect that his students will put him through his intellectual paces*

likely to disappear from your weekly duties. There are not enough of these assistants to go around. Papers have to be corrected, letters have to be typed, and reports have to be filed. Be prepared to do all this yourself.

### Fringe Benefits

In some colleges, a sabbatical program allows a faculty member to be away from the campus for a semester or a year and receive a portion of his salary during that time. There are so many different plans for sabbatical leaves practiced in our nation's colleges that it is difficult to speak on the subject except in very general terms. However, some colleges grant full pay for a semester's leave or half pay for a year's leave. A more common arrangement is to grant pay up to half the regular salary.

A faculty member does not automatically receive a leave after seven years of continuous teaching. He must apply for it. Such a leave may be granted to enable the teacher to engage in full-time research, pursue graduate study, engage in writing, or perhaps take a Fulbright teaching assignment in a foreign country.

Pension and insurance plans are in operation in most colleges. Low-rent houses for the faculty are also available on some campuses. Other fringe benefits include: retirement system, Social Security, medical benefits, group disability insurance, special tuition plans for faculty dependents, reimbursements for subscriptions to professional magazines, full or partial coverage of expenses at professional conventions, special library privileges, private office space, secretarial and clerical assistance to retired faculty, emergency loan funds, and faculty credit unions.

One out of eight college faculty members employed in 1958 were drawn from high schools. One out of ten came from school administration or from elementary or junior college teaching positions.

### What Does it Add Up To?

College teaching offers many rewards. It is considered to be a profession and faculty members enjoy high prestige in the community. On the other hand, it demands long hours and hard work. However, college teachers are needed, and if you decide that you would like to try college teaching, then by all means run; do not walk, to the nearest teacher placement agency. Welcome!



## SHORTHAND CORNER

RICHARD A. HOFFMANN

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**The last half**—for some of us, a new semester; for others, the year is half over.

If you are starting a new semester, are you going to use some new material, some new ideas? Where are you going to find them? One of my friends uses scrapbooks in which she pastes all the articles she reads and thinks she may use some day, separating them into general categories such as shorthand, transcription, and office procedures. Another has specialized in the "Tricks-of-the-Trade" that appear in *Business Teacher*; she has a wonderful card file of these for ready reference. Our professional magazines are filled with articles and suggestions for assisting us in our teaching.

If you are entering the last half of the teaching year, what are your plans? Are they all in terms of *your* objectives? Why not ask your students what they would like to have emphasized in the coming semester? I did, and here are some of their answers:

Separate us in class so we can concentrate and not be interrupted.

Have more quizzes.

Have more recorded dictation at high speeds; not the same letters over and over.

Have more practice on carbons.

Have more practice in getting the right number of letters out on time.

Correct the previous day's letters the next morning.

Transcribe dictation a day or two later.

Now what? The first three do not present much of a problem. If your class is small, in a large room, separate your students. More quizzes will mean more work on your part; check your suggestion file for quiz helps; use *Business Teacher*. If you have recording equipment or an AV department, try making some records of your own.

**The last four suggestions** were taken care of in a project we just finished. After a short discussion of secretarial duties, using *Today's Secretary* for ideas, we did the following:

On Monday, and for the following six days, I dictated all the letters for the day at some time during the period. The dictation included short and long letters, letters from the text, and new dictation, all at varying speeds. More letters were dictated each day than could be transcribed, thus taking care of "transcribing dictation a day or two later." At least two letters were dictated from the current lesson in *Gregg Transcription Simplified* each day. The current lessons were to be written for homework, which was to be handed in at the end of the two weeks.

Students proofread their letters, marking them in the lower right-hand corner with a small "p" for perfect, "c" for correctable, or "non" for non-mailable, and then handed them in. I looked them over and returned them the next day for correction of all originals and carbons.

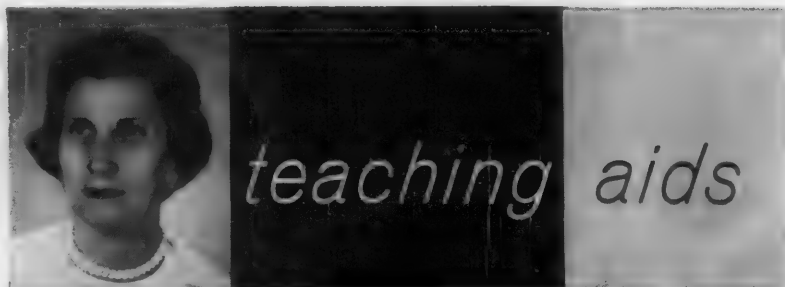
At the beginning of each class, we discussed corrections that had to be made. Errors that made a letter automatically nonmailable were: more than five errors, messy erasures, no enclosure notation (although this could be added later), poor placement (we have Gregg Letter Placement Charts on display), omission of punctuation that is explained in our text, and misspelled words (we want to acquire the dictionary habit).

On Wednesday and Thursday of the second week, both class periods were devoted to transcribing letters not previously done; there was no dictation.

Friday was evaluation day. We discussed items that were confusing, items that should have been checked in reference books. Then a cover page for the project was typed, listing the letters transcribed, giving the date, name of addressee, and grade earned.

The class decided that they would like to do this as often as possible before the end of the year. We probably will, and undoubtedly we will make some changes to emphasize other aspects of secretarial work.





JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

**Typewriting displays.** Two kits that may be effectively used to teach good typewriting and letter-writing techniques have been developed. Kit 1, for use on either flannel or bulletin boards, colorfully illustrates 14 techniques. A different technique may be emphasized each day or all may be used in one display. Price, \$2.50. Kit 2, for flannel boards, contains approximately 80 letter parts printed on flocked paper. Different letter styles can be "built" with these parts. Various salutations, closing lines, inside addresses, and special lines are also included. Price, \$3. An instruction sheet on how to make a flannel board is included with each order. Send to Educational Supplies & Services, 1650 North Serrano Avenue, Los Angeles 27, Calif.

**Career finder.** A slide-card device, designed to help students determine the kind of work they are best fitted for, analyzes success traits for 550 occupations. Each *Career Finder* is \$2 from Personnel Research, P. O. Box 38311, Dept. BEW, Los Angeles 38, Calif.

**Blackboard spinner.** The Spin-A-Test is a mechanical device that can be fastened to the blackboard to serve as a game for reviewing vocabulary, grammar, or shorthand outlines. The teacher places words, symbols, or phrases on the board around the Spin-A-Test. Model HV is \$4.75, Model H is \$2.95. For a descriptive folder write to Spin-A-Test Co., Hermosa Beach, Calif.

**Data guides.** These guides are durable plastic subject reference charts. The text is printed on white plastic which is then laminated. The guides are available in many subject areas including English grammar, punctuation, vocabulary for economics, vocabulary for government, and writing techniques. Data-Guides are available for 79 cents each in most college bookstores or from Data-Guide, Inc., 40-05 149 Place, Flushing, New York. Ask for their descriptive brochures.

**Visual aids.** For a list of many interesting and useful booklets ranging in price for 10 to 25 cents and covering such subjects as health and beauty, games and parties, education, finance and money, government, and biographies, write to Educational Research Bureau, 3634 Windom Place, N.W., Washington 8, D.C.

**Education films.** The 1960-61 catalog, *Education and Teacher Training Films*, contains 48 pages of 16mm sound films that can be used in methods classes or for group showings. Another catalog, *Commercial and Business Films*, lists films in 14 different areas of business. Both catalogs are free from Visual Aids Service, 605½ East Green Street, Champaign, Ill.

**Friendship map.** This is a colored map that pictorially portrays the many nationalities, cultures, and races that have made the United States. A text sheet explains some of the contributions of these peoples, outstanding individuals, and the influence of various heritages on American life. A 40 by 30 inch Friendship Map is \$1, 13½ by 10½ inch maps are 50 cents a dozen. For these, and a catalog describing other maps, write to Friendship Press, 475 Riverside Drive, New York 27, N. Y.

**Economic education.** Three booklets have just been released by the Joint Council on Economic Education. *100 Selected Films in Economic Edu-*  
(Continued on opposite page)

## TYPING CLASS OF 125

(Continued from page 11)

the assistant the same day they were turned in. This work took from 15 to 45 minutes and was done during class. After students had turned in two eligible papers within a given speed range, they did not turn in another paper until they were typing in the next higher speed range or until the timed writings were lengthened. Once during each week, I collected all the papers in order to pinpoint the troubles of students who had not turned in any papers. (Were they too slow or were they making too many errors?) This system kept the students pushing for speed, since a perfect paper received the same mark as one with an error a minute.

Two timed production tests were given, one during the fifth week and one during the final week. Each test contained five sections: a centering problem, a letter, a manuscript, a tabulation, and envelopes. The students were given two 5-minute writings on each part, and they handed in the better one of the two on each section. The tests were scored on the basis of the total number of correct lines typed in all five parts, with one correct line deducted for each error in basic judgment—incorrect margins, unequal spacing between columns, failure to center vertically, for example. After each test, the papers were arranged from highest to lowest total scores, and marks were assigned.

During the last week, a 30-question short-answer test was given that covered figuring margins, centering, allowing the correct number of spaces after punctuation marks, as well as general rules for typing letters and manuscripts.

Aside from these three tests and the daily recording of eligible timed writings, no other marks were recorded. This does not mean that papers were not checked. My assistant and I often looked over the reams of daily work and conferred with students whose papers indicated that they needed help—in addition, of course, to cruising around the room to check the work as it was being done and to help individuals improve their techniques.

In regard to final marks, students were evaluated in accordance with the standards established by the Los Angeles City Schools (*Instructional*

Guide for Typewriting, 1958). Marks for 5-minute timed writings with a maximum error limit of five were:

Mark	GWAM
A	40 or more
B	35-39
C	25-34
D	20-24

The scores of 5-minute writings counted 50 per cent in determining the final marks; techniques and the three tests already described made up the other 50 per cent. The distribution of final marks is shown on the following chart:

#### DISTRIBUTION OF FINAL MARKS

Mark	Per Cent of Students
A	28
B	23
C	34
D	14
F	1

The majority of the students liked the large class. Here are a few comments on the positive side: "If a student has the desire to learn, he will learn in a large or a small class." "There was always someone around to help you." "The shy students don't feel so self-conscious in a large class." "The pressure in this large class seemed to drive me on to greater speed and accuracy."

Comments on the negative side included: "In small classes students get to know more students and feel closer to their classmates." "In a small class I would have known the teacher better, and perhaps I would have gotten more help." "Perhaps there could have been a second assistant to instruct a few of us who were straggling behind."

A glance at the distribution of final marks indicates that the students achieved as well as they would have in an ordinary class; and I believe that they accomplished even more. They had the distinct advantage of having the complete, uninterrupted attention of one teacher; and much of the time they had two teachers available to answer questions, offer help, and improve techniques.

Apparently, there is nothing magic about teaching 35 to 45 students in beginning typing, since a teacher with an assistant can handle three times as many. With enrollments steadily increasing, we must face the possibility of a rise in the number of large classes with a team approach to teaching. At least it can be done in beginning typewriting.

## more teaching aids

(Continued from opposite page)

**cation** (75 cents) is a guide prepared by a group of outstanding social studies teachers. *Annotated Bibliography of Materials in Economic Education* (50 cents) is an annual publication to assist the teacher in selecting current literature in this area. *A Teachers' Guide to World Trade* (\$1) presents basic principles and problems in world trade in the first part. The second part, "Teaching Aids," has many suggestions for presenting this topic in high school economics, civics, history, and other courses. This 1960 revision contains 128 pages. The address of the Joint Council on Economic Education is 2 West 46 Street, New York 36, N. Y.

**Travel posters.** *Sources of Free Travel Posters*, by Robert B. Miller, will help you obtain these materials for use in your general business classes. Eighty-five agencies are listed in the booklet's 32 pages. Send 50 cents to Bruce Miller, Box 369, Riverside, Calif.

**Vocational guidance.** *How to Plan Your Job Future*, by Lawrence W. Hess, is a practical and interesting handbook. It uses a personal approach to introducing boys and girls to their job futures. The book costs \$1.20 from the publisher, Bobbs-Merrill Co., Inc., 1720 East 38 Street, Indianapolis 6, Ind.

**Credit teaching.** *Using Our Credit Intelligently* is a well-written supplementary booklet with helpful illustrations. According to the publisher, it is being used in more than 1500 high school systems and in about 50 colleges. Copies are available, at 85 cents each, from the National Foundation for Consumer Credit, 1411 K Street, N.W., Washington 5, D. C.

**Secretarial science.** A monograph, number 50 in a series of Vocational and Professional Monographs, gives a good summary of the field of secretarial science. Topics covered are: origin and history, duties, qualifications, employment opportunities. It also includes an excellent bibliography. It is available at \$1 a copy (quantity discounts) from Bellman Publishing Co., P.O. Box 172, Cambridge 38, Mass.

**Economic education.** The newest in the Economic Series put out by the Council for the Advancement of Secondary Education is *Money and Banking in the American Economy*. Each of the eight chapters in the book contains a study guide that can be used for review or as a check-up. Titles of other books in the series are: *American Capitalism*; *Capitalism and Other Economic Systems*; *Business Enterprise in the American Economy*. These are available at 50 cents each or at the following discounts: 2-9 copies (same title) 10 per cent; 10 or more copies (same title) 20%.

**Study guides.** You may be interested in these materials prepared by Crowell-Collier in collaboration with outstanding curriculum specialists: *You and Your Career* (describes over 100 different careers), *Inventions* (describes nearly 200 important inventions), and *Literature and the Language Arts* (takes students through the major assignments of a high school English program). Single copies of these booklets are 25 cents. In quantities of 26 or more, they are 15 cents each. Address your order to the attention of Mr. John S. Carroll, Crowell-Collier Publishing Co., Library and Educational Division, 640 Fifth Avenue, New York 19, N. Y.

**Film viewing.** An illustrated 24-page booklet, *Look, Listen, and Learn*, is designed to help students get more from viewing educational films. It is divided into three major sections: "Before Seeing the Film," "During the Film," and "After the Film." The booklet is available in quantities at \$2 per hundred (minimum order) from Coronet Films, 65 East South Water Street, Chicago 1, Ill. Sample copies are available without charge.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

**Can you tell the difference** between a Spy and a Mackintosh apple? Without tasting them, I mean. "And what's that got to do with teaching?" you ask. A lot, maybe. Let me explain.

One day last winter I walked into the office and caught a wonderful smell of apples. There on a counter sat a whole bagful that Milt Dickerson had brought from his father's orchard for the department. "Have one," said Milt. "There are both Spies and Mackintosh. Pick the kind you like best." I eyed him quicklike to see if he was fooling. He wasn't.

"Why don't you give me a couple of easy varieties to start on?" I stalled. "Now, I can tell Jonathans or Winesaps by their distinctive smells. And a Delicious by its tapered shape. But a Mackintosh and a Spy are too much alike for me. How do you tell the difference?"

"You tell by the *feel*," said Milt. He reached into the sack and, without even looking, said, "This is a Mackintosh and this is a Spy. Here, feel the difference for yourself." And he thrust the two apples into my hands. "I used to work in apple orchards as a kid," he said. "An experienced apple picker can tell the difference by the feel every time. The Mackintosh is—well, you describe it—not stickier, but maybe *oilier* to the feel. And if you press the skin with your thumbnail just the least bit, it's *tougher*. Now, can't you feel the difference?" I certainly could! "Here, you try," he said. So I pulled apples out of the bag, saying proudly as I *felt* them, "Mackintosh-Spy—" "For an inexperienced apple picker, you do right well," said Milt. "It takes experience to detect the difference in the feel of apples every time."

"**The feel of a class—**" I said. "Why, it works the same way with classes!" An experienced teacher can tell the feel of a class right from the beginning. How often have you experienced teachers said something like, "If my beginning shorthand class is as good as it *feels* like it's going to be, the students should do wonders." Or, another time, "If that class is as poor as it *feels* to me, we're in for a long, hard struggle."

Oh, it's hard to define, but the difference in the feel of a good shorthand class and a poor one is there—right from the start, in most instances. You feel it in a lot of subtle little things—like the genuine interest (not to be confused by the experienced teacher with the wide-eyed simulated variety assumed by the bluffers); in the ready response of the whole group to the very first presentation of shorthand outlines on the board; in the willingness to move along quickly to new outlines; in the lack of tense, puzzled, or lost looks; in the absence of quibbling over "Why don't you turn it the other way?" (by "C" shorthanders or worse).

It doesn't have to be a shorthand class—nor even the first week of any class. An experienced teacher can tell the *feel* of a class day by day. (Elementary teachers really get to be old pros at it—they can even predict the weather by the feel of a class. "It'll snow before noon," an experienced teacher will say. "Kids are regular barometers—and are mine ever restless this morning!" And snow before noon it will!) Sometimes a lesson plan has to be scrapped in the first five minutes of class because the *feel* tells the teacher that this is *not* the day for what he had planned. This sensitivity to the feel of a class and the constant gearing of his teaching to it are characteristic of the subtle differences between the experienced teacher who makes of teaching both a science and an art and the mediocre one who plods conscientiously through each lesson plan.

Apples or classes: To the experienced handler of either, there are subtle differences in the *feel* of them that tell much. Wouldn't you agree?

## REALISTIC SITUATIONS

(Continued from page 15)

est shorthand student I ever had the pleasure of teaching wrote so large that single words often covered several lines of her notebook. The shorthand was beautiful because it met the only valid test that could be applied to it: it could be transcribed quickly and accurately.

What size notes should you require? Don't *require* any size. Stress the need for proportion and get the student busy writing. The size will be governed by the size of her longhand writing and by the speed of your dictation.

The problem of the legibility of the notes can be handled very easily. You can stand over her and exhort; you can spend your own valuable time poring over her homework and writing notes to her. Or you can try this:

As soon as a beginning class is writing connected material with some degree of comfort, have them exchange notebooks and read each other's notes. You won't have to waste any time talking about your point; they will practice to improve their notes and will take pride in having some other student read their takes with little or no hesitation. This is a procedure you can use in any shorthand class as long as the dictation of the moment is not a concerted speed-push but a take that is well within the range of most of the members of the class.

These, then, are the kind of extra aids you can give your secretarial graduates. Because you know the demands of the modern business executive, because you know how the modern business office operates, you can prepare executive secretarial assistants whose usefulness can extend beyond the technical requirements of their jobs.

What must be remembered, however, is that technical abilities are still required. Too often we get so involved with the word "executive" that we forget the word "secretarial," which entails the bread-and-butter abilities of rapid production. If you can make use of the kinds of procedures that have been mentioned here and add to them the many others that come to your mind after a little thought on the problem, you will be able to help your classes make the trip from classroom to office with hardly a break in stride. Your students enjoy variety and change of pace in the classroom—don't you, too?

# Professional

## Report

### NEWS SPOTLIGHT

#### Business Education Conference

... sponsored by the National Office Management Association will bring together thirty business educators and ten businessmen in Washington on March 16 to 18. The purpose of the conference will be to discuss problems facing business education in the light of predicted shortages of secretaries, stenographers, typists, office machine operators, and clerical workers. W. T. Cavanaugh, executive director of NOMA, said that "unless this alarming situation is countered by timely and appropriate action on the part of business educators and businessmen, it will grow to staggering proportions and adversely affect the national economy." The solution of the problem, Cavanaugh said, "depends largely upon what steps are taken now at the business training level to inspire more young people to prepare for office careers and to train sufficient numbers of these young people in the specific areas of most critical need."

The conference will discuss this question as well as related problems confronting the business teaching profession "in order to assess them in terms of their relative significance, to subject them to comprehensive analysis, and finally to chart appropriate steps leading toward ultimate solutions."

#### National Defense Education Act

... consideration for business education was requested by the executive board of the Eastern Business Teachers Association. The Board voted to investigate the possibility of the inclusion of business education along with other vital curriculum areas to receive assistance under the Act. Donald Wilkes of Strayer Junior College, Washington, D. C., was designated EBTA representative to make contact with the U. S. Office of Education.

#### Deadline

... for submission of research studies to be considered for the 1961 Delta Pi Epsilon Research Award is February 28. Entries should be sent to Dr. Robert P. Bell, Department of Business Education, Bell State Teachers College, Muncie, Indiana. All master's and doctoral theses and other research studies relating to business education that have been completed in the calendar year 1960 are eligible. Presentation of the award will be made at the North-Central Business Education Association (NBTA) convention in December.

### PEOPLE

• Lloyd V. Douglas, for twenty-four years head of the Department of Business Education at Iowa State Teachers College, Cedar Falls, received the 1960 John Robert Gregg



LLOYD V. DOUGLAS

Award in Business Education at the annual banquet of the National Business Teachers Association in Chicago. This award includes a citation in testimony of the recipient's contribution to business education and a cash gift for \$500, both supplied by the Gregg Publishing Division, McGraw-Hill Book Company, Inc. He was selected for the award by an independent board of selection composed of distinguished business educators in various parts of the United States. Chairman of the board for 1960 was Leslie J. Whale, Supervisor of Business Education, Detroit Public Schools.

The citation to Doctor Douglas is inscribed upon a scroll and reads as follows:

"To Lloyd V. Douglas—for his energetic and untiring pursuit of high standards in business and education; for his dedication to the education of teachers, many of whom have distinguished themselves in business and in education; for his immense capacity for work; for his continuous pursuit of knowledge in business, in law, and in education; for his extensive writings in professional maga-



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zines; for his authorship of books on business and business education; for his service as editor of professional publications; for the example he has set for young teachers for continuous intellectual and professional growth; for his outstanding leadership in Pi Omega Pi, United Business Education Association, National Business Teachers Association, and other national and local organizations in business education; for his dynamic and highly influential leadership in local college and community affairs; for his energetic efforts in behalf of unification of business education associations; and for his enthusiasm for people, his love of teaching, and his stature as a man of high character and integrity."

Lloyd V. Douglas was born August 4, 1902, near Brandon, Iowa, where he attended country school and public high school. His degrees were earned at the State University of Iowa, Iowa City—B.S. in Commerce, 1923; M.A., 1928; and Ph.D., 1936. After teaching business subjects and holding superintendencies in several Iowa high schools (and one junior college), he took a position as head of the department of business education at what is now New Mexico Highlands University, Las Vegas. In 1937 he returned to Iowa as head of the department of business education at Iowa State Teachers College, the position he still holds. From 1942 to 1944 he was on leave to assist in the war effort—first as recruiting specialist and head of the recruiting section of the Eighth United States Civil Service Region and later as supervisor of instruction in disbursing at the U. S. Naval Training School, Indiana University.

Doctor Douglas' capacity for work, study, and writing, noted in the citation, is exemplified by the fact that he found time, although a full-time educator and administrator since receiving his bachelor's degree, to complete his advanced degrees and, in addition, to study higher accounting and law through correspondence (he was awarded the LL.B. degree by correspondence). He has also held the highest offices in many local, state, regional, and national professional groups; he has written college textbooks and many articles in professional publications. As a visiting professor, he has taught at the State University of Iowa, University of Wisconsin, University of Colorado, Northwestern University, Oklahoma State University, and, more recently, Distinguished Professor at Michigan State University.

Doctor Douglas is listed in *Who's Who in America* and in the international *Author's and Writer's Who's*

*Who and Reference Guide* and is an honorary member of Delta Pi Epsilon and a member of Phi Delta Kappa. He has held important offices in Pi Omega Pi, United Business Education Association, National Association of Business Teacher Training Institutions, and Future Business Leaders of America.

• Walter A. Chojnowski has been appointed Wisconsin State Supervisor of Business and Distributive Education. He was formerly head of the business education department of the Vocational and Adult School, Racine, Wisconsin.

## GROUPS

• The National Association for Business Teacher Education will hold its annual meeting on February 23, 24, and 25 at the Conrad Hilton Hotel in Chicago. The theme of the convention is "New Dimensions in the Preparation of Business Teachers."

The program will be co-ordinated with meetings of the Administrators, Research, and International Divisions of UBEA. NABTE members will also be able to attend co-ordinated meetings of the American Association of Colleges for Teacher Education.

The program is as follows:

### Thursday, February 23

2:00-3:15 p.m.—**FIRST GENERAL SESSION.** *Presiding:* Russell J. Hosler, University of Wisconsin, NABTE president. *Keynote address:* "Issues, Problems, and Challenges in Teacher Education," Donald P. Cottrell, Dean, College of Education, Ohio State University, Columbus.

3:30-4:30 p.m.—**DISCUSSION GROUPS.** "Dimensional Challenges Related to the Preparation of Business Teachers":

1. General Education. *Leader:* Mearl R. Guthrie, Bowling Green State University. *Resource person:* Vance Littlejohn, Woman's College, University of North Carolina. *Recorder:* Eleanor Maliche, Ferris Institute.

2. General Professional Education. *Leader:* Cloyd Armbrister, Concord College. *Resource person:* Elvin S. Eyster, Indiana University. *Recorder:* O. Wilmer Maedke, Northern Illinois University.

3. Student Teaching. *Leader:* Frank E. Liguori, University of Cincinnati. *Resource person:* Helen E. Gibbons, Indiana University. *Re-*

corder: Lucy Rose Adams, Florida A & M University.

4. Methodology. *Leader:* George W. Anderson, University of Pittsburgh. *Resource person:* Elizabeth T. Van Derveer, Montclair State College. *Recorder:* Martha Drew, Eastern Illinois University.

5. Subject Matter Fields. *Leader:* David G. Goodman, Ferris Institute. *Resource person:* Carlos Hayden, University of Houston. *Recorder:* Irol W. Balsley, Louisiana Polytechnic Institute.

4:30-5:00 p.m. — GET-ACQUAINTED MEETING.

7:45-9:30 p.m. — UBEA RESEARCH FOUNDATION. *Presiding:* Mary Ellen Oliverio, Teachers College, Columbia University.

### Friday, February 24

9:00-10:15 a.m. — SECOND GENERAL SESSION. *Presiding:* Russell J. Hosler. Keynote address: "Identification and Evaluation of Subject Matter Elements in Business Teacher Education," Lewis R. Toll, Illinois State Normal University.

10:30-11:30 a.m. — DISCUSSION GROUPS. "Problems in Specific Areas as Related to the Preparation of Business Teachers."

1. Student Teaching and Other Laboratory School Experiences. *Leader:* Dorothy Travis, University of

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Haines, Michigan State University, Lyle Maxwell, Northern Illinois University. *Recorder:* Sara Anderson, Madison College.

2. Education for Curriculum Planning and Teaching Methodology. *Leader:* Paul Muse, Indiana State Teachers College. *Resource person:* Paul S. Lomax, New York University. *Recorder:* Mary Alice Wittenberg, Los Angeles City Schools.

3. Secretarial Education. *Leader:* Mary Ellen Oliverio, Teachers College, Columbia University. *Resource person:* Ruth I. Anderson, North Texas State College. *Recorder:* Eugene D. Wyllie, Southern Illinois University.

4. Accounting and Mathematics. *Leader:* M. Herbert Freeman, Montclair State College. *Resource person:* Lloyd V. Douglas, Iowa State Teachers College. *Recorder:* Wilson Ashby, University of Alabama.

5. Basic Business Education. *Leader:* S. Joseph DeBrum, San Francisco State College. *Resource person:* Milton C. Olson, State University, College of Education at Albany. *Recorder:* Dean R. Malsbary, University of Connecticut.

6. Distributive Education. *Leader:* Ralph Mason, University of Illinois. *Resource persons:* Peter G.

North Dakota. *Resource person:* and John A. Beaumont, U. S. Office of Education. *Recorder:* Warren Meyer, University of Minnesota.

12:15-2:00 p.m. — FELLOWSHIP LUNCHEON. *Presiding:* Gladys Bahr, President, UBEA, New Trier Township High School, Winnetka, Illinois, and Russell J. Hosler. *Speaker:* Lawrence G. Derthick, Commissioner of Education, U.S. Department of Health, Education, and Welfare.

2:15-3:45 p.m.—UBEA ADMINISTRATORS DIVISION. *Presiding:* Mary Alice Wittenberg, Los Angeles City Schools.

8:00-9:30 p.m.—AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. Joint Session.

## Saturday, February 25

9:00-10:45 a.m. — AACTE-NABTE GENERAL SESSION.

10:45-12:00 noon—NABTE BUSINESS MEETING. Closing Session.

• The National Business Teachers Association has changed its name to the North-Central Business Education Association. This change was made at the Association's annual meeting to conform to the proposed plan for national unity in business education.

Elected as officers of NCBEA were:



MICHIGAN STATE UNIVERSITY has been given one of the most complete business education libraries in the United States by Edwin G. Knepper, retired chairman of the business education department at Bowling Green (Ohio) University. The library consists of most of the business education periodicals published since 1918, yearbooks of business education organizations, and many early books in the field. The collection has been made a part of the library of Michigan State University's College of Education. *Shown here*, at ceremonies marking the event, are (l to r): David N. Hess, Administrative Assistant to the Provost; Dr. Knepper; Clifford E. Erickson, dean of the College of Education; and Alfred L. Seelye, dean of the Graduate School of Business Administration, College of Business and Public Service.

Paul M. Pair, Pair Schools of Business, president; Darlene Heller, Rockford School of Business, first vice-president; Mary Witherow, Roosevelt High School, St. Louis, Mo., second vice-president; Russell Cansler, Northwestern University, Evanston, Ill., treasurer; and Carl H. Cummings, Dallas (Tex.) Independent School District, secretary.

• The Alabama Association of Business Colleges has elected R. Frank Harwood, Massey College, Birmingham, president; Thomas B. Chesnutt, North Alabama College of Commerce, Huntsville, vice-president; and John Hornung, Twentieth Century College, Mobile, secretary-treasurer.

• Officers of the Tri-State Business Education Association for this year are: John F. Cord, Stowe Township High School, McKees Rocks, Pennsylvania, president; Bernadine Meyer, Duquesne University, Pittsburgh, first vice-president; Rose C. Casasante, Duffs Iron City Business Institute, Pittsburgh, second vice-president; Margaret Vota, Oliver High School, Pittsburgh, secretary; and Merlin M. Chute, Wilkinsburg (Pa.) High School, treasurer.

• The Southwestern Private Commercial Schools Association elected the following officers at their recent annual meeting in Tulsa, Oklahoma: Louis Mathis, Bish Mathis Institute, Monroe, Louisiana, president; Boyd Kern, Southwestern Business College, Houston, Texas, vice-president; and L. E. Burford, Draughon School of Business, Little Rock, Arkansas, secretary-treasurer.

• The Midwest Unit of the Catholic Business Education Association has re-elected Sr. Helen Marie, Immaculate Conception High School, Charles City, Iowa, president and John L. Rowe, University of North Dakota, Grand Forks, vice-president for a two-year term.

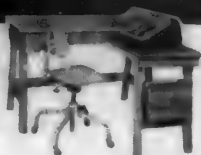
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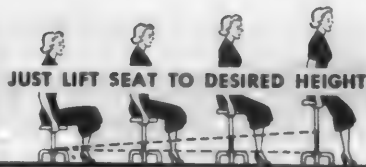


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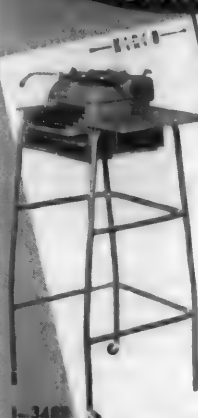
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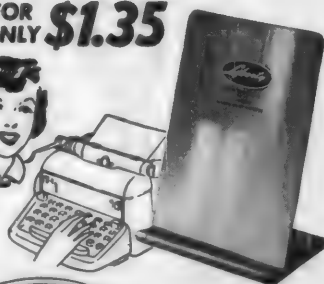
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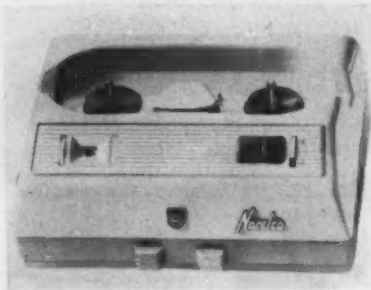
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The Norelco model 75 dictating/transcribing machine uses magazine loaded magnetic tape. There are only five controls to handle all functions. Features include a buzzer to signal



end of tape, quick erase mechanism, and a location counter.

Price of the machine with either transcribing or dictating accessories is \$189.50. For information, write to North American Philips Co., Inc., Dictating Equipment Division, 230 Duffy Avenue, Hicksville, New York.

### Overhead Projector

The Projex 1010 overhead projector will handle slides or filmstrips in sizes from 10 by 10 inches to 35mm. It features a three-position operating switch, folding material



shelf, 360-degree rotating head, and a cellophane writing roll. Various accessories are also available.

The projector is made by Projection Optics Co., Inc., 271 Eleventh Avenue, East Orange, N.J.

### Portable Typewriter

Remington's new portable typewriter, the Monarch, carries a suggested retail price of \$79.95. It is

available in six colors with either pica or elite type faces.

Its features include a single key-set tabulator, erasure table, touch

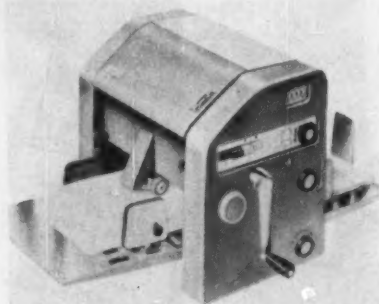


regulator, calibrated scale on paper bail, and a carriage centering device. It weighs 15 pounds, 8 ounces.

Full details are available from Remington Rand, Portable Typewriter Division, Sperry Rand Corp., 315 Park Avenue South, New York 10, N.Y.

### Stencil Duplicator

The Rex-Rotary D490 is a silk-screen type stencil duplicator that will print on sizes of paper from 9 by 15 inches to 3 by 4 inches. It uses a sealed paste ink cartridge with automatic inking. Concealed lights illumi-



nate the receiving and paper-feed trays, the inking compartment, the height adjustment scale, and the stop-counter. An automatic interleaver/collator is standard equipment. The feeding and receiving trays can be folded shut against the machine.

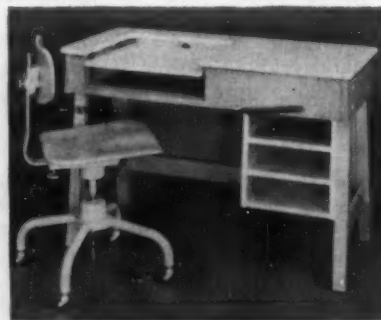
Details may be obtained from Rex-Rotary Distributing Corp., 387 Park Avenue S., New York 16, N.Y.

### College Typewriter Desk

The model 650 typewriter desk is designed for use at the college and university level. It features a three-compartment storage unit, a 42- by

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20-inch desk surface, Formica top, and a typing well with a height adjustment range from 25 to 30 inches. The well is 18 inches wide.

For details, write to Desks of America, Inc., Bridgeport 6, Conn.

### Secretarial Practice Desk

The Coordinator desk is designed to duplicate office working conditions, according to the manufacturer. Its features include an all-steel support-



ing base, a two-level top covered with plastic laminate, and rounded edges and corners. Either left- or right-hand assembly is possible. The manufacturer is the Toledo Metal Furniture Co., 2000 Hastings St., Toledo 7, Ohio.

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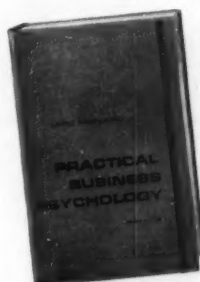
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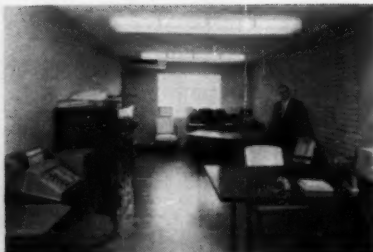
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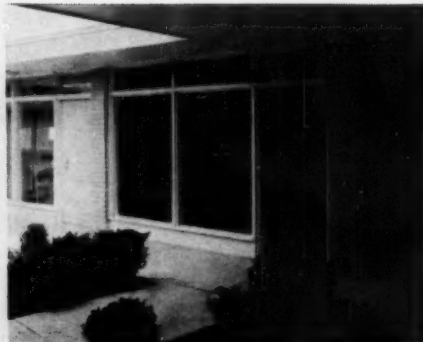
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